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Report of

The Assistant Principalship

Volume 3

The Study of the Secondary-School Principalship

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Report of the Assistant Principalship

David B. Austin

Harry L. Brown, Jr.

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The Study of the
Secondary School Principalship

A Project of
The National Association of Secondary School Principals

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THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
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Foreword

This monograph reports the third in a series of research studies of the secondary school principalship that have been sponsored and funded by the National Association of Secondary School Principals. The development of these investigations of three of the major positions in the educational administrative family—the senior high school principal, the junior high school principal, and the assistant principal—has been the responsibility of the NASSP Committee on the Study of the Secondary School Principalship. A smaller subcommittee was established to advise specifically on the research reported herein. Members of these two committees are listed on page vi. We are most appreciative of the time and professional thought they contributed so freely and abundantly.

It was evident from the outset that no single way of looking at the assistant principalship would be adequate to describe this complex and heretofore largely unexamined position. In consequence, the research directors and their advisers designed three related but essentially independent research projects, each with its own group of participants, research instruments, and methodology. The three are discussed separately in Chapters II, III, and IV. It is interesting and reassuring to note, however, that to the extent that the three inquiries—the Shadow Study, the Normative Study, and the Career Patterns Study—touched on similar matters the findings are consistent and mutually supportive.

We know that about 3,000 men and women provided the data for one or another of these three researches; we are most grateful to them for their help. We know that, in addition, a large but uncounted number of other men and women rendered service of critical value by making contacts for the research teams, by suggesting people and places, and in other ways expediting the research undertaking. Without assistance of this sort no educational investigation is possible. Our thanks go to all who have contributed to this most significant project.

Owen B. Kiernan
Executive Secretary, NASSP

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Acknowledgments

A study that deals with the many facets of a professional position such as the assistant principalship must extend its inquiry into thousands of sources of information. To determine the most productive sources for investigation, to establish the best instruments and procedures, and to interpret accurately the meaning of the findings is manifestly beyond the talent of any one small research team. Help must be sought, and, in this Study as in any inquiry of a similar magnitude, many persons who have made substantial contributions to the completion of the task must necessarily go unnamed.

Of special significance, however, are three categories of persons who because of their wisdom, their special talents, and their interest in the total project have made possible the completion of the Study. The first is the Subcommittee listed on page vi. Its members' experience in secondary school administration, their awareness of trends and developments in this aspect of educational administration and organization, and their generosity in thought and time were most valuable, especially in the early phases of the Study.

A second source of assistance and guidance is the three consultants. David Kapel, currently Coordinator of Evaluative Services and formerly Associate Dean of Instruction at Glassboro State College in New Jersey, provided technical assistance in the statistical treatment and interpretation of data in the Career Patterns section of the Study. A similar consultative service was provided by Glenn Reeling, Director of Research at Jersey City State College, for the Normative Study. Continuing consultation of immeasurable value throughout all of the Study was provided by the distinguished social anthropologist Solon T. Kimball of the University of Florida.

A third category of special note consists of a group of able, professionally sophisticated, and dedicated graduate students who have participated most notably in the Shadow Studies in 18 secondary schools. These students were recruited through the cooperation of deans and other officers in eight colleges and universities across the country. A special word of acknowledgment in recognition of their work in the organization and training phases of this part of the Study is due Joseph Byrnes, now principal of Madison Senior High School in San Diego, and Joseph Mas, Superintendent of Schools in Glassboro, New Jersey.

All of the above persons would certainly concur in the acknowledgment of a debt on the part of all associated with this research to the

thousands of unidentified school staff members who carefully completed long questionnaires, provided reports of their professional lives, and patiently cooperated with persistent interviewers despite the demands of busy schools and nagging responsibilities. Assistant principals maintained poise and patience while being observed in fulfilling every possible responsibility with which they were charged, and with good grace tolerated inquiry and observation in vexing and frustrating activities.

David B. Austin,
Harry L. Brown, Jr.,
Co-Directors of the Study

Chapter
I

Introducing the Research

To great numbers of the adults and young people who populate our secondary school communities, the assistant principal is the person who really runs the school. It is the assistant principal—or the vice principal or associate principal—who is most frequently and readily available, to whom one can most freely turn for help in time of trouble, who is most willing to make decisions when decisions are needed. But in spite of this acknowledged importance of the assistant principal as a chief support of the administrative structure in all but the smallest schools, the position has been a forgotten stepchild so far as administrative study and research are concerned. Although this monograph cannot by itself redress this neglect, it is hoped that it will provide some essential information about the activities of the men and women who occupy the assistant principalship in our junior and senior high schools and will also encourage further study of this crucial post.

This is the third in a series of investigations of the secondary school principalship sponsored and funded by the National Association of Secondary School Principals. The first report in the series dealt with the principalship in the senior high school and the second with that position in the junior high school. Both logic and common sense dictated that a third inquiry should look into the assistant principalship. Accordingly, the Association contracted with the Institute of Field Studies of Teachers College, Columbia University, to conduct such a study.

Initially, the NASSP Board of Directors established an ad hoc Committee on the Study of the Secondary School Principalship to be responsible for the entire series of researches. Subsequently a subcommittee within this major committee was given responsibility for advising on the design and conduct of the Study of the Assistant Principalship. The directors of the study, who are also the authors of this report and were then on the faculty of Teachers College, were asked by the Institute of Field Studies to accept responsibility for planning and carrying out the research.

Design of the Research

The previous studies of the junior and senior high school principalships were essentially normative in character. In contrast, the advisory

committee and the research staff quickly decided that, if it were to be of maximum value, the examination of the assistant principalship must go beyond the assembling of data on how much of what, or how often by whom. In addition, it was recognized that this study could not be, and ought not attempt to be, either exhaustive or conclusive. It was hoped, rather, that it would provide a basis for additional and continuing inquiries into an administrative position that, quite evidently, is becoming a more frequent and more important one in American secondary schools.

Accordingly, the larger research project was subdivided into three parts: (1) a Normative Study, (2) a Career Study, and (3) a Shadow Study of the assistant principalship. Information for the first two of these was gathered by questionnaires completed by principals and assistant principals in more than 1,200 public junior and senior high schools. The Shadow Study, as its name indicates, was conducted by close-at-hand observation of a number of assistant principals at work. The usual limitations of the questionnaire as a source of data certainly also apply here. In this instance, an additional and unusual source of possible bias must be acknowledged: because the actual frequency and distribution of assistant principals in American schools is unknown,[1] the representativeness of the responding sample cannot be precisely described. However, from both internal and external evidence, we conclude that the questionnaires brought in data which are valid and also reliable if one does not insist on first-or-second-decimal-place accuracy.

In some respects, the Career Study provides the most unusual type of information about the professional position we are studying. Few data of a systematic sort are available on the place the assistant principalship occupies in the career plans or the unplanned career development of educational administrators. It was decided, therefore, to make a systematic inquiry into the professional careers of a substantial number of present and former assistant principals, thus revealing, it was hoped, the circumstances that force or persuade some school people to make the assistant principalship a terminal professional position while for others it is a stepping stone or an apprenticeship in preparation for some other type of position in the school world.

Probably basic to the decisions that many assistant principals make about where to go or what to do next are the satisfactions and the dissatisfactions they experience in that position. To what extent, for example, are assistant principals bitter and defeated people tucked away in the niches of an inflexible bureaucratic system, as some observers insist they are? But if, as is often claimed, the assistant principal is really the person who runs the school, are there not rewarding compensations? Data gathered in the course of the Career Study provide comments on, if not answers for, these questions.

[1] It was reported in Volume I (*The Senior High School Principalship*) that three-quarters of the schools did not employ a full-time assistant principal.

A shadow study, like a questionnaire study, has inherent limitations. In the research being reported on in this monograph, only 18 assistant principals were observed at close range. Furthermore, since to be effective a shadow study must really invade the privacy of those being shadowed, a willingness to accept or even just to tolerate such observation hints at a degree of security that may not be characteristic of all men and women serving as assistant principals. But limitations of these kinds need not be critical, especially where data from other sources are also being gathered. And no other study technique is as productive of insights into the complexity of an administrative position as is well-structured and extended direct observation. No questionnaire is likely to be able to give equally well the detail and color that make up the assistant principal's life. What questionnaire, for example, would pick up the story of an assistant principal's being the observer of a shoot-out in a junior high school?

The remarks made by several of the observers in the Shadow Study who themselves had not had administrative experience suggest a caution to be applied in evaluating what is seen and heard in the process of shadowing. These remarks indicated that the observers thought assistant principals were too frequently occupied in disposing of trivia. While this is unquestionably true of some of their activities, this is not the way experienced teachers, students, and other insiders tend to describe the significance of what the assistant principal does.

Organization of This Report

Although the first major step in our program of research was gathering the data which make up what we are calling the Normative Study, we have chosen to begin with a presentation of the findings of the Shadow Study. The assistant principal is, first and foremost, a person, a characterization which collections of statistics can easily obscure. It appears to us that the true-to-life assistant principal is seen more distinctly in the Shadow Study than in the other aspects of our inquiry, and it is for this reason that we have chosen to start our reporting at that point. Next we shall discuss the data gathered in the course of the Normative Study. This will be followed by a discussion of what we learned through the Career Study.

In the fifth chapter of this monograph, we have identified a few of the threads common to the three phases of the study and, in addition, have carried the analysis somewhat beyond the level that can be reached by an examination of the findings of each of the three contributing investigations taken one at a time.

Finally, in Chapter VI we have recorded a number of judgments we have come to about the assistant principalship as we have pursued these researches. In offering these judgments we may be going beyond what the data gathered in this series of studies directly imply. But we believe that all research should, among other things, encourage researchers to think beyond

their data. Furthermore, we believe the assistant principalship is important enough to deserve all the thinking about it that can be generated, a process in which we hope our readers will join us.

Chapter
II

A Shadow Study of Assistant Principals

If your service as an assistant principal was some years ago, you may have forgotten what a day—any day—in your school life was like then. And if you now are a principal blessed with one or more energetic but unobtrusive assistants, you may not notice the hundred and one things to which they give their attention 200 or more days each school year. The assistant principals who helped with the research being reported on here kept diaries, and the entries from one of them for a single day may remind you of the variety of tasks to which an assistant principal—any assistant principal—quite regularly turns his or her hand.[1]

- Scheduled detention of a student
- Discussed with a boy his failure to get a haircut
- Saw a parent about a car incident involving a student
- Talked with a boy who had been late for detention
- Questioned a boy who had no "permission to ride" sticker on his motorbike
- Inspected the school grounds
- Supervised the lunchroom.
- Reviewed recently published student paper
- Supervised detention hall
- "Handled" a student fight
- Distributed memos to some faculty members
- Checked the rest rooms
- Checked a student locker for stolen materials
- Supervised student passing in the halls
- Discussed with the nurse the matter of a boy's broken nose incurred in a fight
- Notified parents of a student suspension
- Reviewed the daily bulletin

[1] There were both men and women serving as assistant principals in the schools participating in this research. However, for ease of writing and reading, we shall refer to the assistant principal as "he."

- Suspended a boy for taking part in a theft
- Interviewed a boy who had "sprung" his locker
- Questioned a girl about tearing pages from a book

Observers (the shadowers in the Shadow Study) also kept records of what they saw or heard assistant principals do or say. From one observer came this report:

> One man in a three-day period fixed a faculty telephone receiver, dealt with termites eating the English department's paperbacks, opened a stuck door for a custodian, questioned a pupil who had scared a teacher, talked with a teacher who had trash piled up outside the classroom window, handled the problem of leaking gas, repaired a typing chair, apprehended students in the yard with a captured bird, placed notices in office boxes of teachers, and tried to placate a secretary who complained about a dirty bathroom. A generalist to be sure! Most assistant principals are good handymen as well as service-oriented educators.

Another member of the corps of shadowers made the following digest of an interview with a "very sharp, bright, articulate" student:

> Haven't seen the VP during past two weeks. VP's job? Like an executive officer on a ship. Discipline. Supervises the student council. He's the one who runs the school; principal more of a figurehead.

But another student in the same school reported she had been seen by and talked with the vice principal at least 10 times in the same two weeks, mainly as they passed in the school corridors.

These are examples of the many pages of testimony gathered in the course of shadowing 18 assistant principals in as many public secondary schools located in various sections of the country. In this chapter, then, we propose to bring together and comment on the observations made and the data gathered in what we are calling, for obvious reasons, the Shadow Study of the Assistant Principal.

Actually, there were two shadow studies: the major one just referred to and a pilot study through which the procedures, instruments, and timing finally employed were worked out. The pilot research was carried out by Fred Baron, who at the time was a research assistant at Teachers College, Columbia University, and is currently Director of Personnel and Acting Assistant Superintendent for Instructional Services of the Smithtown, New York, school district. This preliminary study involved only two schools and two assistant principals, but because the two schools were visited and the two assistant principals observed for a much longer period than was possible in the major study, this pilot inquiry produced outcomes in addition to the methodological ones that merit inclusion in this report. Hence, we shall consider what we shall call the Baron study before we take up the inquiry for which it was the preliminary.

The Pilot Inquiry

Baron spent a month in each of the two pilot-study schools, his major purpose being to develop an "understanding of the relationships, functions, and relative status of the assistant principal, primarily through observation of events in which he was involved." To record his observations in a systematic fashion that would permit some quantification, Baron developed (not without much trying and refining) the form which was subsequently used as the basic recording instrument in the major shadow study.

structuring the observations

His search for categories through which he could generalize his observations resulted finally in his selecting a set of seven:

(1) The *number of people* participating in the event (one person, two people, a group of persons)
(2) *Who is involved* in addition to the person being shadowed (students, other teachers, principal, etc.)
(3) The *matter or problem* being dealt with (discipline, scheduling, arranging for some event, etc.)
(4) Was the subject or event *initiated* by the person observed or is he reacting to someone else's action?
(5) Is the observed event *complete in itself* or *only a stage* in a larger process? If the latter, where does it stand in the sequence *(initial, intermediate, final)*
(6) *Location* of the event
(7) The *duration* of the event

The working form as finally perfected is shown in Figure II-1. The observer carried a packet of these forms at all times so that each event he noted could be recorded on an individual form.

The existence of a well-organized and comprehensive form of this sort can easily mislead one into believing that the observation process is one that almost anyone can safely undertake. Such is not the case, for reasons which will occur to anyone familiar with the school world:

- The pace of events is occasionally too rapid for the observer to record all that he sees.
- The observer is often observing one event while writing about a prior one.
- The events observed and recorded are frequently connected with something that has gone before and/or something which is expected to follow.
- Frequently, there are subtleties and nuances in the way that people approach and address each other which escape the short-term observer, but which seem to make sense in the light of further acquaintance with the individuals (or groups) involved.

Form for Recording Observations in Shadow Study

Numbered & coded for each observer

Date: _____

Time initiated _____

Time terminated _____

Duration: _____

Number of Participants

1 2 3 4 5 6 7 8 9 10+

Location:

Front office _____
Assistant Principal's office _____
Principal's office _____
Guidance office _____
Classroom _____
Corridor _____
Cafeteria _____
Auditorium _____
Teachers' Room _____
Teachers' Dining Room _____
Other—Specify _____

With Whom?

Principal _____
Other administrator _____
Guidance Counselor _____
Athletic Director _____
Activity or team sponsor _____
Teacher _____
Student _____
Parent _____
Secretary _____
Custodian _____
Other—Specify _____

Initiated by Whom?

The Subject _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Substance of the Event:

Discipline (describe below) _____
Attendance _____
Personal problem
student _____
teacher _____
Athletic program _____
Student activities _____
Teacher assignment
non classroom _____
classroom _____
Requisitions, Budget _____
Interviewing applicants _____
Representing the school in the community _____
Supervising faculty _____
Supervising clerical staff _____
Supervising custodial staff _____
Scheduling buildings for non school groups _____
Scheduling special events (school) _____
Curriculum _____
Conferring on student problems with guidance _____
Socializing with faculty _____
Other _____

Figure II-1

Narrative:

Disposition:

Acted upon partially _____
Acted upon finally _____
Passed up the line _____
Referred back to the sender _____
Disapproved _____
Ignored _____
Decision Deferred _____

Was this event:
Completed in itself? _____

A stage in a larger process? _____ If a stage, is it the
final _____
intermediate _____ stage of a larger process?
or initial _____

Method of Communication:

Written _____
Phone _____
In Person _____

variability in assistant principal's activities

From his investigation, Baron was able to generalize what individual assistant principals have long believed was true, at least of their own positions—the activities of the assistant principal are, to a considerable extent, unpredictable from day to day, at least as regards specific events or demands. Forecasting what an assistant principal will be involved in during the next hour or the next day is in the same class as forecasting the weather —in both instances, movement of the controlling winds in the upper atmosphere follow well-known paths, but cosmicly trivial surface irregularities have a nasty way of giving birth to a stormy low when only last night sunny skies seemed a sure thing for the day ahead.

To be sure, this variability, this unpredictability, can be brought under some control, as will be evident as this report unfolds. We can say here, however, that while the assistant principal's personal style in coping with his professional world will in some degree determine its regularity or stability, the character of the overall administrative structure within which he operates will be at least as powerful an influence. We turn now to an examination of the two schools and the two assistant principals that Baron examined in depth.

schools participating in the Baron Study

Both schools were within 150 miles of New York City but were not within what would be considered its metropolitan area. Both schools enrolled about 1,500 students. Both schools were the only high schools in their school systems. The schools were essentially similar in a number of other respects, including the fact that both quite willingly agreed to participate in the study and welcomed Baron for a month of observing and interviewing. But they did differ in one important characteristic—a difference that was deliberately sought out by the researcher. One school (we shall call it HS-1) was organized and administered in a conventional or formal [2] pattern, whereas the other one (HS-2) was informally organized and administered. In both schools, nonetheless, the relationships between principal and assistant principal were unmistakably cordial. And both schools were known in the vicinity as "good schools."

two assistants' styles contrasted

It was evident from the start that the assistant principal in HS-1 (we shall call him AP-1) operated under a clear description of his duties and of the limitations surrounding his responsibilities and authority. This man's work was orderly, regular, and comprehensive in range. He followed a regular daily schedule with remarkable success, according to the observer. It was not difficult to find him at any given moment throughout the day, although he covered the school plant for purposes of inspection and supervision with regularity. His office was located at some distance from the other offices of the school, including that of the principal, yet there was certainly no lack of mutual respect.

[2] We admit that such adjectives may be less precise in their meaning than acceptable research design or reporting may demand, but we assume that most readers will understand the distinctions being made here even though specifics are not provided. Furthermore, while these qualifiers may seem to indicate value judgments, they are used here for descriptive purposes only.

In contrast, the assistant principal in HS-2 (identified from here on as AP-2) was more inclined, it appeared, to try to do what was needed as and where it was needed than to follow a regular schedule, as AP-1 did. He seemed to complement the work of the principal on something approaching an intuitive basis. The relations between the two men were close and relaxed. There was no regular schedule of activities that dictated the duties or events with which AP-2 was concerned, yet no apparent confusion or malfunction was observable. Both principal and assistant principal in HS-2 seemed to have a high regard for freedom to act rationally and without prescription and, accordingly, worried little about overlapping authority or differing conclusions.

one-to-one contacts predominate

In recording and collating his data on "events" in which these two assistant principals were involved, Baron did not include passing the time of day or saying "hello" or brief conversations during chance encounters in the hall. Nonetheless, in both cases the largest number of events, recorded and unrecorded, did involve one-to-one contacts of some kind. There were, however, observable differences between the activities of the two men.

For example, Mr. AP-1 saw more individuals than did Mr. AP-2. In addition to those contacts that were recorded, AP-1 made, during the shadowing period, at least three tours of the building each school day and spoke to an average of 40 persons each time. Another group of contacts made by AP-1 that were not tallied as events were the brief "night court type" sessions he holds in his office each morning after the homeroom period. Here he deals with the cases of minor delinquency—15 to 20 on a typical morning—that accumulated the day before. With the help of two secretaries who record his dispositions and dispensations, he disposes of the cases at a rate of something less than a minute apiece.

Table II-1

Numbers of Recorded Events with Individuals

	AP-1	*AP-2*
With the principal or other administrators	14	55
With teachers	25	89
With students	195	79
With parents	36	8

The contrast between the two men in regard to the distribution of their recorded contacts with individuals was marked, as is clear from Table II-1. The major tasks of the assistant principal in HS-1 seem heavily weighted in the direction of contacts with students and their parents, whereas AP-2 had more dealings with his associates on the professional staff.

While chance and personal preference undoubtedly do contribute something toward the production of this contrast, it is probable that the major source of the observed difference in concentration is the difference

between the two schools in overall administrative design. Baron noted, for example, that AP-1 had primary responsibility for attendance and discipline, that the climate of the office he shared with another assistant principal was markedly student-centered, and that AP-1 ranged widely about the school and maintained an open manner that was especially noticeable in his dealings with young people.

Mr. AP-2, on the other hand, had an office that adjoined the principal's with a connecting door providing direct access from one office to the other. And, clearly, he was more concerned with scheduling teaching assignments and budgeting than was his counterpart in HS-1.

In one interesting respect the two schools were alike in their deploying of their junior executives. Both HS-1 and HS-2 had two assistant principals, although only one in each school was shadowed. In HS-1, Mr. AP-1 was in point of service the junior member of the pair, while Mr. AP-2 was the senior assistant principal in his school. *In both high schools, the senior assistant principal tended to spend the larger part of his time on administrative matters such as schedules and budgets, while in both cases the newer assistant dealt more extensively with discipline and other student concerns.*

At an earlier point in this chapter a list of seven features by which observed events could be characterized was presented. On examining the data he accumulated through his shadowing of AP-1 and AP-2, Baron concluded that in three of the seven features these two men operated in similar ways:

1. Both were involved in *reacting* to a person or condition more frequently than they were in initiating some line of action.
2. A majority of the recorded events in both cases were of the type classified as *intermediate stage* rather than being complete in themselves.
3. The *observed* events in the lives of these two assistant principals most frequently took place in their own offices.

In a fourth respect, the pattern of activity of the two men did differ, though not entirely unexpectedly.

4. The two men differed noticeably in the average amount of time they spent on individual events.

This difference seemed to Baron to be attributable to the personal characteristics of AP-1 and AP-2 rather than to any special qualities of the schools or their administrative designs.

consensus among interviewees

In the course of the month he spent in each school, Baron interviewed more than 50 people associated with that school—teachers, parents, students, other administrators. One conclusion he came to from these interviews did influence the conduct of the major study in an important respect:

Baron found that after a few interviews, and almost without regard to who the interviewees were, the comments became redundant and a concensus was evident. His recommendation was that the number of interviews be reduced in the major shadow study, permitting longer ones which would, among other things, concentrate on the interviewees' perceptions of the role and functions of the assistant principal, their expectations of him, and the nature and frequency of their contacts with him.

Baron also recommended that more interview time be assigned to exploring in depth the nature of the principal-assistant principal relationship, for, he concluded, a clearer description of the actual work and responsibilities of the assistant principal can be obtained by this approach than by any other line of inquiry.

The National Shadow Study

With the experience and data from the pilot shadow study to learn from, work went ahead on the design and then the conduct of a national shadow study of the assistant principal at work. Although Baron's procedures provided the model, that model itself suggested some modifications. The funds, time, and personnel available for the national study did not permit a month in each of the participating schools. Happily, an examination of the flow of data and events as they came to Baron indicated that actual shadowing time could be cut to three or four days. Furthermore, as we have noted previously, it was apparent that the number of interviews could be reduced sharply without impairing either the comprehensiveness or the reliability of the interview-gathered information. Finally, after taking these and other considerations into account, it was decided to carry out a one-week shadow study in each of 16 secondary schools.

preparations for shadowing

To locate the schools and to obtain nominations of possible shadowers, deans and other senior staff members in schools and departments of education in universities in each of seven regions of the country were asked to assist with the research by

1. Identifying schools in the region, two of which would be invited to participate in the project;
2. Nominating mature graduate students who could be recruited and trained as shadowers; and
3. When schools had been selected, helping the project staff develop satisfactory working relations with the administrators in the high schools participating in the study.

While the selection of schools was in process, the Study staff revised the interview and observation instruments Baron had created to fit the one-week shadowing pattern that was to be used and put these revised instruments through the critical fire of "trial runs."

When research materials and procedures were in usable form, the two senior student members [3] of the research staff went into the field where they visited the colleges, the schools, and the individuals who were to be involved in one way or another with the shadowing in the 16 schools which had been selected. They usually spent two days in each of the regions in which the participating school was located, devoting some of their time to general conferences with participating personnel but giving a larger fraction to intensive briefings of the observers or shadowers. The cooperating schools were drawn from Florida (2), Oklahoma (2), California (2), Washington (1), Idaho (1), Illinois (4), Massachusetts (2), and New York (2).

Shortly after these visits and briefings, the actual observations and interviews were carried out. In each of the 16 cooperating schools, a member of the research staff interviewed at least six students and no fewer than four teachers. The students selected were of significantly different academic abilities and also were varied in their disciplinary history and in status within the student body.

The teachers usually included one responsible for an average or below average class in English or mathematics, a teacher of a college-bound group in physics or chemistry; the teacher of an average class in American history; and a teacher of physical education or a member of the coaching staff. Contacts were also made with some of the non-teaching staff members; for example, a guidance counselor, a secretary or receptionist, the head custodian. In each instance, of course, both the principal and the assistant principal were on the interview schedule.

We have already commented on and will refer again presently to the instruments used by the shadowers for gathering and recording information. But in addition to this systematic gathering and recording, each shadower was asked to develop a general statement of the impressions he derived from the total experience. All of these activities were carried on during the spring and summer of 1967, though a few loose ends were tied up and answers to a few supplementary questions were obtained during the next academic year.

the shadowers

The university staff members who nominated the list of people from which the eight shadowers were eventually selected were asked to name mature men and women who had, from personal experience, some familiarity with the operation of public high schools. The eight finally chosen (all men) had a median age of 38; all had master's degrees; and six of the eight were well on their way toward doctorates. Two had seen service as secondary school principals, and four others had served as assistant principals. Other relevant experience in the group included extensive athletic coaching, school board membership, and social science research.

[3] These were Joseph Byrnes, now principal of the James Madison High School in San Diego, California, and Joseph Mas, now superintendent of schools in Glassboro, New Jersey.

the schools involved

No claim is made that the 16 schools in which our observations were made represent all of the variations that exist in the American secondary school family. If statisticians will permit us to use the phrase in its non-mathematical sense, we have here a random sample. Some cautions were, of course, exercised in selecting schools for participation. We have already noted that they were drawn from different sections of the country. In addition, some variety was sought in size of student body, grade range, financial resources, and character of the supporting community. Facts on these items for each of the schools as of 1967 are presented in Table II-2. An examination of this table shows that variety was indeed achieved.

It was agreed at the outset that neither schools nor school people participating in the Shadow Study would be identified. Nothing in the process or the outcomes of the research indicated a need for our asking for a relaxation of that agreement.

Table II-2
Certain Characteristics of Schools Participating in the Shadow Study

	Student Enrollment	*Teaching Staff**	*Grades Included*	*Administrative Staff*	*Per Pupil Expenditure*	*Supporting Community****
A	522	31	9-12	2	$446.00	Rural university town 80% of graduates go to college
B	675	44	9-12	2	$532.00	Rural university town 80% go to college
C	1,221	59	10-12	4	$586.00	Small town Low socioeconomic Naval installation <50% to college
D	2,300	90	10-12	4	$580.00	Large city Lower middle Business economy Approximately 50% to college
E	1,123	56	10-12	3	$372.39	Large city Low socioeconomic Very few go to college Emphasis on nongraded social and interpersonal relations
F	1,637	67	10-12	3	$372.39	Large city High socioeconomic 90% to college Traditional curriculum

Table II-2 (Continued)
Certain Characteristics of Schools Participating in the Shadow Study

	Student Enrollment	*Teaching Staff**	*Grades Included*	*Administrative Staff*	*Per Pupil Expenditure*	*Supporting Community****
G	1,520	128	10-12	4	$600.00	Small city University town Intellectual population
H	1,350	74	9-12	3+	$618.00	Rural Large military installation Mostly working people <50% to college
I	1,609	91	9-12	2	$545.00	Suburb of large city Largely professional 80% to college
J	2,086	121	9-12	3	$1,050.00	"Far suburb" Lower to middle middle 60% to college
K	1,980	100	10-12	4	**	University city Highly educated and wealthy 90% to college
L	650	34	7-12	2	**	Small rural Poor Very few to college
M	1,629	107	10-12	3	$1,085.00	Suburb of large city Wealthy 80% to college
N	1,615	110	7-12	3	$1,100.00	Suburb of large city 65% to college
O	810	37	9-12	2	$748.00	Suburb of city Middle class 80% to college
P	975	59	9-12	3	$550.00	Factory town in rural area Lower middle <40% to college

* This includes counselors, nurses, and librarians.
** Not calculable due to district organization.
*** Descriptive of community and school, as quoted from interviews.

the people shadowed

Some of the vital statistics of the assistant principals who were observed at close range in the 16 schools are displayed in Table II-3. These data are sufficiently straightforward to require no comment or explanation except in one case. In this instance, data on age and degree are missing. The observer reported a less-than-cooperative attitude on the part of this

assistant principal even though there had been the earlier assurances of cooperation. Hence, because the assistant principal did seem uncomfortable and insecure, the shadower did not push for certain interview-based information, which included some personal/professional facts.

Table II-3
Characteristics of Assistant Principals Observed in Shadow Study

School	*Age*	*Highest Degree Held*	*Years in Present School System*	*Years as Assistant Principal*	*Position From Which Promoted*	*Major Field of Preparation*
A	37	M.S.	9	2	Teacher/Coach	Science
B	46	M.A.	13	4	Counselor	Mathematics/Industrial Arts
C	35	B.S.	11	4	Counselor	Guidance
D	50	M.A.	17	3½	Counselor	Guidance
E	42	M.A.	9	4	Counselor	Social Studies
F	54	M.Ed.	5	5	Principal of Small School	Mathematics/Science
G	40	M.A.	17	5½	Dean of Students	Science
H	40	M.A.	16	5	Part-time Assistant Principal	Science
I	39	M.S.	9	5	Classroom Teacher	English
J	44	M.S.	8	4	Counselor	Industrial Arts
K	36	M.A.	7	2	Dean of Boys	Physical Education
L	(*)	(*)	7	1	Teacher	Business Education
M	46	M.A.	12	6	Administrative Intern (NASSP)	Business Education
N	34	Profess. Diploma	7	2	Teacher	English
O	40	M.S.	6	6	Classroom Teacher	Science
P	58	M.A.	30	29	Dean of Students	History

(*) Data not available.

What Was Seen in the Shadows

From the pilot Shadow Study done by Baron some of the characteristics of the assistant principal's range of activities and responsibilities could be tentatively identified even though only two assistant principals were involved. The observations carried on in the 16 schools making up the main study largely confirmed the tentative generalizations the pilot study gave rise to. We do, nonetheless, note once more that some caution must be observed in drawing conclusions from so small a sample and one drawn up in the way this one was.

Two instances among the 16 illustrate the apparent difficulty in estimating the adequacy of our sample; but then, again, they probably also illustrate very well some of the hazards one must cope with in deciding if there is such a thing as *the* assistant principalship. In one school, the man who obviously was doing the work of the assistant principal and who was shadowed carried the official title of director of activities. His superiors judged him competent to work at the assistant principalship, but they could not actually appoint him to the position because he did not have all of whatever was required to obtain the necessary certification.

In the second instance, just the opposite situation existed: On the basis of both observation and interviews with others throughout the school, it was clear that this assistant principal was in no sense, except in title, an assistant principal. He was infrequently seen by students or staff and devoted most of his time and effort to work in the school office.

But except for these two cases, the men shadowed were easily identified as assistant principals both in title and in function. Even though, as we have already written, there is much variety in the activities, relationships, and responsibilities that compose the assistant principalship in American secondary schools, the material gathered in the course of the Shadow Study does permit some generalizations. We turn, then, to a consideration of these.

the assistant principal's duties

Comprehensive and carefully spelled out job descriptions covering the assistant principal's duties are practically non-existent, to judge by practice in the Shadow Study schools. The work he does, or is expected to do, seems in some cases to have been decided on by the principal as he developed his working relationships with his new assistant principal. In other schools it apparently has evolved out of the total school situation as the principal, the assistant, the staff, and the students hammered out, in a sense, the assistant principal's job through the impact of the incidents of day-to-day school life. But whichever of the two paths was followed and whatever the outcome, it was clear from the interviews carried out and from direct observation that the assistant principalship, at least in these 16 schools, has no fixed relationship to either the size or the formal structure of the school. Rather, the variations in the position as we observed it were the results of the person-

alities, philosophies, and interests of the administrators involved and of the changing needs of a particular school.

The one duty characteristic of the assistant principalship in practically all schools is responsibility for attendance and discipline. It should be explained that not all of the 18 shadowed assistant principals had this responsibility, but that was because there were two or more assistant principals in many of the schools, and in several instances the non-shadowed man had this duty. Methods of handling attendance and looking after disciplinary problems were anything but uniform among the schools. But the extent of this responsibility is indicated by the fact that, of the "events" reported by the shadowers, those related to discipline exceeded 10 percent in all but two schools, and in half of the schools more than 10 percent of the events concerned matters of attendance. And in every case, the category of events most heavily populated was the one relating to discipline and attendance.

The apparent importance of the duties performed is a highly subjective matter. It is true that in the summary comments made by several of the observers, the word "trivial" does appear. A casual examination of the activities of one observed assistant principal as listed at the opening of this chapter might seem to justify such a term. A more thoughtful study can result in a contrasting evaluation.

To a person unfamiliar with the ebb and flow of events in a modern and busy secondary school, criticism of a well-paid administrator's being assigned to many of the listed tasks and activities may seem called for. However, to the boy with the broken nose, to the police department, or particularly to the faculty and the whole student body, there is little doubt of the importance of these seemingly trivial activities. In fact, from both a moral and legal base, many of the listed activities are mandated by local school board rulings or other sources of school control, requiring in their performance judgment far in excess of that to be expected of an untrained or inexperienced person. A factor of accountability in many of these duties is self-evident; the school, through its professional staff, must be responsible for the safety and health of its students, there must be a reasonable degree of order both within and without the classrooms, and every safeguard must be utilized to ensure the educational program's effective functioning for each and every student. Thus, the estimation of triviality must be dismissed as inappropriate. Interviews within the schools consistently support this position.

locus of events

What is the physical setting within which the assistant principal operates? Certainly he works throughout the total school plant and frequently in the community at large. Yet, on the basis of the events observed, the major aspects of his work take place within his own office or in the complex known as "the front office." Next in order of frequency are the corridors of the school. All other locations are incidental to the main work load of the assistant principal.

persons and events

It will hardly come as a surprise to be told that the great preponderance of the assistant principal's work involves dealing directly with people. The diary entry at the beginning of this chapter illustrates this clearly. Except for two unusual cases, all assistant principals spent a majority of their time working with teachers and students. And of the observed events of this type, nearly three in every four were of the face-to-face, one-other-person variety, a condition that also obtained in the pilot study schools. As indicated in many of the interviews and as substantiated by the observers, this officer tends to be a "leg man." He must be mobile.

The record of events included the methods of communication involved in each incident. In no case did as many as 10 percent of the events involve communication by telephone or by something put in writing. Rather, the range of events in which communication was "in person" was from a low of 58 percent to a high of 90, and the median figure was 81 percent.

origins of contacts

Clearly, most of the events in which the assistant principal was observed were, as would be expected, conferences which he had initiated. In every one of the 16 schools, self-initiated conferences (events) significantly outnumbered those with other origins. Again, as the nature of his duties would suggest, second in order of frequency of origin were teachers, and, third in most instances were students. (In one school, more events were initiated by parents than by teachers or students.)

While in every case the self-starting nature of the assistant principal's work was strikingly evident, it must be noted that the necessity for the "events" initiated by the assistant principal was most often created by "happenings" in which the assistant principal was not initially involved. The median percent of self-initiated events as reported was exactly 50.

patterns of action

President Truman is said to have had a sign on his desk that reads "The Buck Stops Here." Such a sign would also be appropriate for most assistant principals' desks. While in 14 of the 16 schools, it was found that the assistant principal "acted upon partially" the matters that came to his attention, those that he "acted upon finally" made up a far greater fraction. Actually, the median percent of this kind of disposition was 56, and it ranged as high as 86 percent in the case of one assistant principal. In the two remaining instances, both shadowed by the same observer, the percent of "action deferred," "referring back to sender" cases was relatively high and the percent of "final action" was comparatively low. Checks made on the two schools through other channels indicate that, in both instances, the relative lack of finality in the assistant principal's actions is in fact a feature of the administration of those particular schools and not an aberration in the data produced by faulty shadowing.

Although the protocol for classifying the shadowed events did provide for categorizing them as either complete in themselves or parts of larger series of events, it was not possible in practice to distinguish clearly between these two categories. We conjecture that, although we may have chanced on unusual weeks for shadowing in all 16 schools, the real difficulty is a

more obvious one: A great many of the activities in which an assistant principal becomes involved are not concluded within a week, the length of the shadowing period.

Interview Findings

For the most part, interviews with students, teachers, and other staff members produced a picture of action and responsibility on the part of the assistant principal very similar to that revealed by actually shadowing him. And there was also a striking similarity from school to school among the comments made by the young people and adults in the 16 schools involved in the study. In contrast, the principal and his assistant often held views that were not entirely congruent when it came to describing the assistant's place in the scheme of things.

Quotations from individual cases can be misleading, we grant, but we believe that a few selected comments made by the observer-interviews together with a few generalizations based on the interview records will show the trend of the interview findings at least as well as a compilation of statistics would.

First, then, a quotation from the notes prepared by one of the researchers after he had talked with some faculty members in one of the schools.

> The comments of the staff were most revealing. One teacher, speaking of the assistant principal, said, "He is our only line of communication to the principal . . . our primary link." Another described him as "invaluable and irreplaceable." A third stated, "He is the only authority around." The professional staff again and again spoke of his being the one to whom they went in order to discuss a problem. Most felt he was overworked and in need of assistance. "He is swamped with small problems," said one. Another wished that he "not be bothered with so much trivia." One of these teachers commented on his ill-defined role. "The role of the assistant principal," he said, "is undefined and thus becomes a catch-all." This same individual spoke of the assistant in these terms, "He is vitally needed, but the way he is being used is a perversion of talent."

The observer in a smaller, rural school wrote

> All five teachers interviewed listed discipline and/or student problems as this man's major responsibility. At the same time, all identified him by such adjectives as "invaluable," "vital," and "very important." Staff members found him more involved in discipline than he himself would admit. One person estimated discipline as taking up 75 percent of his time. Another's answer to the question about the assistant's responsibility was, "undoubtedly discipline, that and supervision of the grounds." The unanimity of responses in this area suggests that his main concern was maintaining order. The value teachers attached to the assistant would indicate that they expect and approve of this function being in his hands.

the student's view of the assistant principal

Among students in all but one of the schools, there was rather general identification of the assistant principal with discipline and attendance. In most cases, students appeared to respect him—including those students who had had frequent dealings with him in such matters—and many said they wished they could get to know their assistant principals better.

Students also rather regularly characterized the assistant principal as the person who was available to help in case of trouble, and phrases such as "vitally important" and "runs the school" are frequent in all of the reports of interviews with students. The degree of importance assigned to him (or his position) by the young people interviewed is most impressive, for in the eyes of a majority of them the assistant principal was the administrator closest to the inner workings and operations of the school. There was evidence, too, of a feeling of real warmth toward the assistant principal and a genuine appreciation for and understanding of the difficulties inherent in his assignment.

The foregoing notwithstanding, the assistant principal was commonly seen as the primary enforcer of school rules. For example, after talking with a group of five students, one interviewer wrote

> One student said the assistant principal's regulations were inflexible and rigid, that he went too much by the book. Another said the assistant was restrictive, that the administrator needed to get to know the students better and to be more permissive. A third said that he vetoed all ideas. Still another pupil said, "He runs the school; you see him if you want to miss school, or if you want to bring in a guest." The unanimity of the remarks was striking, especially since they came from students who represented different groups in the student body.

It is clear that, if one makes allowances for the normal differences between the experiences of teachers and those of students, the pictures these two groups within the school community have of the assistant principal at work are much the same. This is hardly surprising, of course, since members of both groups have steady and close contact with the man in action. They see the assistant principal as he is.

the principal's view

When one turns to a comparison of the views of the assistant's place as seen by the assistant with those held by his superior, some interesting contrasts appear. Here is one observer's report, revealing such a contrast.

> The assistant principal summed up his responsibilities by saying, "I handle all unrest." His superior substantiated this somewhat when he referred to his associate as a "handy man, the second boss-man." He remarked further, "I don't think that the weight of the responsibility is very different for the two positions." The principal was happy with the arrangement whereby his "second boss-man" worked in plant supervision, scheduling, and teacher problems; he did consider the assistant's post as "a training job."

> This concept of the job was challenged by the administrator under observation. "For much too long," he said, "the rank-and-file have been moved up. I doubt that most people in administrative positions in this country are competent, including myself. Just because a person is an assistant principal doesn't mean he would make a good principal. The tendency of 'not rocking the boat' and therefore ascending to the principalship hurts efficiency and should be eliminated. . . ." Referring to his own promotion two years before, he said, "I was dean of boys and I guess they figured I wasn't doing anything wrong, so I moved up with the rest when the superintendent retired."
>
> Critically important to success in the job is philosophical compatibility with one's superior. If one knows and accepts the principal's philosophy, one can be autonomous. "This question is really my biggest problem as assistant principal," he said. In essence, he wanted more authority and a clearer definition of his responsibilities. In characterizing the principalship as security-oriented and his own position as crisis-oriented, the assistant principal was contradicting the principal's contention that the responsibilities of the positions were very similar.

In another school and region, the principal suggested that his subordinate should not be a disciplinarian, but that his office had to be used "to set the tone of the school." He added that the two of them agreed on educational philosophy, but that he found his assistant vague and inconsistent in his implementation of policies. The staff, by the way, found this assistant principal attractive personally, but "difficult to understand." In a number of other instances, it was evident that a difference in educational philosophy existed between the principal and his assistant and that, in consequence, in such schools the assistant principal's freedom to make decisions and to act was somewhat limited.

Several principals volunteered the information that the assistant principalships in their schools were considered stepping stones and proving grounds. There were some variations, it must be recorded, in the degree of confidence the principals had in the administrative promise of their assistants, for several interviewers got the impression that the assistant principal they were observing had little chance of being encouraged to plan on further upward professional mobility, at least in his present school.

the operational leader

Comments about the assistant principal and his work offered by other members of the school staff were much the same in tone and content as those that come from the teaching corps.

> They see him as the one who oils the machinery of the educational enterprise, who serves as an intermediary between students and teachers, and who is crisis-ready and "maintains his cool" in the face of unexpected demands for decisions and action. A head custodian maintained that the plant could not be kept operative without the help of his assistant principal. The secretaries interviewed were largely concerned about the unduly heavy desk work load and the "details" of the position. And, characteristically, the assistant principal tends to have much more frequent face-to-face contact with all of the school employees than does the principal.

Throughout all of these interviews one could hear or easily infer the conclusion that the assistant principal was, so far as the interviewee was concerned, pretty much *the* person who really kept things going. We are not in a position to say from the data accumulated in this research to what extent this judgment, in fact, is generally applicable; undoubtedly, there are many principals whose administrative style is a quiet and unobtrusive one with the result that while their impact on the life of their school is most substantial it is not always apparent. Nonetheless, it is clear that for most people in most secondary schools the assistant principal occupies a position which is not well labelled by titling it "assistant" to anyone or anything. This generalization was well put by one observer who concluded that

> In essence, the assistant held things together; he was the man who was the operational leader on an hour-to-hour basis. . . . Beneath all the trivia there is an important fact lurking—the assistant principal is the man who makes the school go. He is the one who plugs the gaps wherever they are and sees that things get done. The principal is the figurehead who can communicate upward. The assistant principal is the link with the outside. He is, incidentally, the link to the principal for most teachers.

Chapter
III

A Normative Study of the Assistant Principalship

What do you, a public school assistant principal, do?
How much responsibility do you have for the tasks in which you are involved?
How important to the smooth running of the school do you think your various duties are?
What degree of discretion are you free to exercise in carrying out your assignments?

More than a thousand assistant principals working in high schools in all parts of the United States answered these four questions about each of 59 administrative tasks with which they might be concerned. About the same number of principals also answered these questions regarding the assistant principals working in their schools.[1] The answers from these two sources provide the basic data for this Normative Study of the assistant principalship.

In the fall of 1965, packets of survey materials—copies of the questionnaires and a letter explaining the study and requesting assistance—were mailed to 2,080 high school principals or the principals of approximately 20 percent of all the secondary schools enrolling 500 or more students in each of the 50 states.

The principals included in the mailing constituted a stratified random sampling. Schools were divided into six size categories on the basis of pupil enrollment. In each state (except Texas and Arkansas where enrollment and professional staff data were not available) the number of schools in each size classification was ascertained. A number of schools equal to 20 percent of the number in each size category in each state were randomly identified, and the principals of those schools were invited to participate in the Normative Study. The six size categories are shown in Table III-1. Because no list of assistant principals or of schools with assistant principals was available, these men and women were reached by including in each

[1] Except for minor differences in wording, the two questionnaires used were identical. The questionnaire submitted to the assistant principals is reproduced in the Appendix.

packet that went to a principal explanatory letters and questionnaires which the principal was asked to pass along to one or more of his assistant principals.

Replies were received from principals and from assistant principals in every one of the 50 states. In all, 1,127 usable responses were received from assistant principals and 1,207 from principals. Eighteen others were discarded because they were too incomplete for use. The percentage of responses that came from each of the eight geographic regions is shown in Table III-2.

Except for the Southeast region, well over 50 percent of the principals written to returned completed questionnaires, and even there the rate of return was 49 percent. The total number of principals replying was, as we have said, 1,207. However, of this number, 19 percent reported that their schools had no assistant principals. Consequently, the effective principal population for this is 973—the number of principals who said their schools employed one or more assistant principals.

Table III-1

Percentage Distribution of Schools by Size of Student Body

School Enrollment	*Questionnaire Source*	
	Principal	*Assistant Principal*
500 – 750	26%	13%
751 – 1,000	23	20
1,001 – 1,500	28	30
1,501 – 2,000	12	19
2,001 – 2,500	7	10
2,500 plus	4	8
	(n = 1,207)	(n = 1,127)

Table III-2

Percent of Usable Questionnaire Returns by Geographic Regions

Region	*Questionnaire Source*	
	Principal	*Assistant Principal*
New England	6%	7%
Mid-East	22	22
Southeast	18	15
Mid-West	28	25
Southwest	8	7
Rocky Mountain	4	4
Far West	13	19
Noncontiguous	1	1
	(n = 1,207)	(n = 1,127)

As was stated above, no list or tally of assistant principalships exists so there is no way of knowing precisely the proportion of the possible replies received from men and women in this position. It is not unreasonable to infer, though, from the regional distributions shown in Table III-2 that the rate of return of completed questionnaires from assistant principals was about the same as from the principals.

The distribution of the schools in which these principals and assistant principals worked by size of student body was shown in Table III-1. When account here is taken of the fact that almost one in five of the principals said they had no assistants, the two distributions can be considered essentially the same. This may not seem surprising or especially important, but this similarity does mean that, to the extent that size of school was related to the nature and importance of the assistant principal's work, the two groups of respondents were speaking from about the same range of backgrounds.

The questionnaire asked the respondent to characterize his school by type and general location and to indicate the grades included in the school. The replies to the inquiries on these three points are shown in Tables III-3, -4, and -5.

Table III-3

Percentage Distribution of Schools by Type

Type of School	*As Reported by*	
	Principal	*Assistant Principal*
Comprehensive	88%	81%
Vocational	1	1
Academic or college preparatory	10	17
Other	1	1

Table III-4

Percentage Distribution of Schools by Location

Location of School	*As Reported by*	
	Principal	*Assistant Principal*
Rural	13%	9%
Urban	45	48
Suburban	40	42
Other	2	2

Table III-5

Percentage Distribution of Schools by Grades Included

Grades Served by School	*As Reported by*	
	Principal	*Assistant Principal*
7 – 9	27%	27%
7 – 12	12	9
9 – 12	25	26
10 – 12	23	26
All other grade organizations	13	11
No response	1	1

There are few surprises in the data assembled in these tables, for the hope in making use of a stratified sample of schools was to get replies from a cross-section of American secondary schools with more than 500 students, and, to put the matter informally, we seem to have got what was wanted and expected.

assistant principalship a standard position

It is worth remarking, however, that the assistant principalship—as revealed by these and other data—has become practically a standard position in American secondary schools. It is not, for instance, a phenomenon peculiar to, say, city schools, for, you will notice, nine percent of the assistant principals said they were employed in schools in rural communities. And, to repeat, 81 percent of all the principals said they had the help of at least one assistant. Further details on the employment of assistant principals is shown in Table III-6. It is evident from these data that in a large, and growing, number of schools an assistant principal is but one of a group—albeit a small one, but still a group—of what can be called second-level administrators.

We conclude from these last considerations that

- The assistant principalship is now so nearly as common a position as the principalship itself that it deserves commensurate emphasis by universities, at both the pre-service and in-service levels,

Table III-6

Relative Frequency with Which Different Numbers of Assistant Principals Were Employed in the Study Schools

Number	*As Reported by*	
	Principal	*Assistant Principal*
None	19%	—
1 (part-time)	12	8%
1 (full-time)	43	49
2	18	30
3 or more	7	12

- In the professional training of principals, provision should be made to prepare them to work effectively with second-level administrators,
- More attention than is now evident ought to be given to the designing of these second-level administrative positions and to preparing men and women for them.

Assistant Principals: Who Are They?

Women are not unknown in the assistant principalship, but they certainly are not common.[2] Four out of five of the assistant principals in the Normative Study population said that only men held that position in their schools. And only 14 percent of the responding principals said their administrative teams included women.

In other respects, assistant principals vary in about the same way as other professionals do, and, in consequence, to describe the "typical assistant principal" may promote misunderstanding. From the data at hand from both the questionnaires and the Shadow Study (see Table II-3), it is evident that

- Half or more of the assistant principals are no older than 45,
- About 95 percent of them have at least a master's degree,
- Half of them have been serving as assistant principals for six years or less,
- And more than half of them in 1965-66 had salaries of $10,000 or more.

The full range of these variables in the Normative Study population is shown in Tables III-7, 8, 9, and 10.

Distribution of Assistant Principals by Age

Table III-7

Age	*As Reported by*	
	Principal	*Assistant Principal*
21 – 23	0%	0%
24 – 29	1	3
30 – 34	6	15
35 – 39	18	24
40 – 44	19	22
45 – 49	17	12
50 – 54	16	12
55 – 59	15	9
60 or older	9	4

[2] Times are changing in this respect, but it's not likely they have changed enough since 1965-66 to undermine this generalization.

Table III-8

Distribution of Assistant Principals by Highest Level of Formal Training Achieved

Highest Level Achieved	*As Reported by*	
	Principal	*Assistant Principal*
Less than B.A. degree	0%	0%
B.A. or B.S. degree	3	6
M.A. degree	40	45
M.A. plus thirty hours	32	28
Prof. Diploma (sixth year)	4	4
M.A. plus sixty hours	15	16
Doctor's degree	6	2

Table III-9

Distribution of Assistant Principals by Number of Years in That Position

Years in Present Position	*As Reported by*	
	Principal	*Assistant Principal*
1 – 3	29%	46%
4 – 6	22	27
7 – 9	16	13
10 – 12	12	7
13 – 15	7	3
16 – 18	6	1
19 – 21	2	1
21 or more	6	2

Table III-10

Annual Salaries of Assistant Principals

Salary	*As Reported by*	
	Principal	*Assistant Principal*
Less than $6,000	0%	2%
$6,000 – $6,999	1	5
7,000 – 7,999	3	9
8,000 – 8,999	8	14
9,000 – 9,999	15	15
10,000 – 12,499	36	37
12,500 – 14,999	24	17
15,000 – 17,500	11	1
More than $17,500	2	0

Inventory of Administrative Activities

As described previously, the principals and assistant principals who contributed to the Normative Study were asked to make several different kinds of responses to a 59-item questionnaire. Although the items on the questionnaire itself were arranged in random fashion, they were originally developed under six broad categories of administrative activity. These categories and their specifying items will be referred to from time to time as we proceed with this discussion, but we thought it would be helpful to readers to have before them at this point a complete listing of categories and items. There was no item among the 59 for which there was a zero response; that is to say, take any one of the 59 and you can find at least a few assistant principals somewhere who are involved in that particular activity. One has in this list, then, a demonstration, if demonstration is needed, of the great variety of school tasks to which an assistant principal may choose or be required to give his attention. It follows that principals and their assistants may find these categories and their supporting details useful in reviewing their own interlocking administrative assignments.

An Inventory of Activities Involving the Assistant Principal

School Management[3]—a classification encompassing the day-to-day practical tasks related to running the school and providing for the physical necessities of the educational program.

School budget (12)[4]

School calendars (13)

School daily bulletins (14)

Transportation services (23)

Special arrangements at start and close of school year (26)

Custodial services (37)

Clerical services (38)

School financial accounts (42)

Cafeteria services (48)

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[3] In some instances, the placement of items in categories has been arbitrary. No general definitions of functional categories has been attempted, and the statements made concerning items and categories refer only to items and categories as they have been defined in this Study.

[4] Figures refer to place of the item in the questionnaire, which is reproduced in the Appendix.

School-related building use (58)

Non-school-related building use (59)

Emergency arrangements (56)

Non-instructional equipment and supplies (53)

Staff Personnel—duties that relate directly to teachers, to their professional and personal welfare, and to their professional improvement and status.

School policies (2)

Orientation program for new teachers (15)

Teacher personnel records (19)

Substitute teachers (27)

Student teachers (28)

Teacher "duty" rosters (29)

Teacher selection (39)

Faculty meetings (44)

Community Relations—a classification that encompasses those activities that involve adults in the community in their various relations to the school.

School alumni association (10)

School public relations program (12)

Parent-Teacher Association (22)

Administrative representative of school at community functions (24)

Adult education program (35)

Informing public of school achievements (36)

Information concerning community resources for instruction (46)

Liaison with youth-serving agencies of the community (51)

School participation in community fund drives (55)

Student Activities—duties that relate directly to the non-classroom activities of students.

Assemblies (5)

Varsity athletics (6)

Student photographs (9)

Student council (18)

School club program (33)

School traffic or
safety squad (34)

School newspaper (43)

Student store (47)

School dances (54)

Curriculum and Instruction—activities relating directly to the course of study and instruction offered by the school, the improvement of instruction, revision of curricula, and improvement of services designed to facilitate instruction.

Evaluation of teachers (4)

Providing instructional materials (8)

Curriculum development (17)

Work-study program (21)

Textbook selection (30)

Field trips (32)

Innovations, experiments, and
research (25)

School master schedule (41)

School-wide examinations (49)

Articulation with feeder schools (50)

Pupil Personnel Items—duties associated with students' problems and concerns, with their welfare in school and within the community, with their control and guidance within the school, and with the improvement of their health, social, and school life.

Pupil discipline (1)

Orientation program for
new students (3)

Instruction for home-bound students (7)

School guidance program (16)

Medical, dental, and health services (20)

Financial aid for students (31)

Pupil attendance (40)

External testing program (45)

Relationships with educational and employer representatives (52)

School assistance to students in transition from school to post-school life (57)

Extent of Administrative Involvement

For all that assistant principals rather generally are caught up in practically all aspects of the administrative processes of their schools, the extent of their penetration is by no means uniform, either from activity to activity or from school to school. You will recall that assistant principals themselves and their supervising principals were asked to report the nature of the assistant principal's involvement in 59 administrative processes. Four levels of responsibility could be indicated: "not applicable," "slight," "shared," and "full."

It seems reasonable to assume that when the level of an assistant principal's responsibility for an activity is either "full" or "shared" his involvement with that activity is quite extensive. Table III-11 lists the 30 administrative activities with which these men and women in half or more of the schools participating in the study were, on this basis, extensively involved.

At the other extreme, only 11 activities were listed as "not applicable" in 25 percent or more of the schools; and, of these, only two in as many as half of the schools. These 11 are listed in Table III-12. Under most circumstances, cutting off at the 75th percentile, as we have done, would be considered extreme. But, in this instance, where the population being studied tend to have their hands in practically everything, being able to identify as many as 11 administrative tasks where assistant principals as much as a quarter of the time keep their hands in their pockets is noteworthy.

Table III-11

Activities for Which Assistant Principals Share or Have Full Responsibility in Half or More of the Schools in the Study

Item	As Reported by: Assistant Principal			Principal		
	Shared	*Full*	*Total*	*Shared*	*Full*	*Total*
School Management						
School calendars	44%	14%	58%	50%	15%	65%
School daily bulletins	47	14	61	44	19	63
Special arrangements at start and close of school year	80	9	89	78	10	88
Clerical services	52	4	56	50	8	58
School-related building use	43	11	54	41	16	57
Emergency arrangements	57	22	79	59	29	88
Staff Personnel						
School policies	75	1	76	75	3	78
Orientation program for new teachers	67	6	73	65	6	71
Substitute teachers	36	17	53	30	23	53
Teacher "duty" rosters	46	25	71	44	31	75
Faculty meetings	67	2	69	65	6	71
Community Relations						
School public relations program	69	2	71	70	4	74
Administrative representative of school at community functions	60	2	62	63	2	65
Informing public of school achievements	51	3	54	57	4	61
Liaison with youth-serving agencies of the community	48	8	56	58	11	69
Student Activities						
Assemblies	42	21	63	45	28	73
Student Council	29	19	48	35	27	62
School club program	43	15	58	48	20	68
School dances	53	18	71	52	27	79
Curricular and Instructional						
Evaluation of teachers	52	3	55	46	7	53
Providing instructional materials	41	9	50	46	10	56
Curriculum development	51	5	56	61	3	64
Innovations, experiments, and research	49	4	53	63	2	65
School master schedule	44	17	61	47	16	63
School-wide examinations	39	8	47	43	10	53
Articulation with feeder schools	51	8	59	55	7	62
Pupil Personnel						
Pupil discipline	52	38	90	63	31	94
Orientation program for new students	51	12	63	56	14	70
School guidance program	47	10	57	51	10	61
Pupil attendance	33	49	82	28	61	89

Activities Listed as "Not Applicable" by 25 Percent or More of the Participants in the Study

Table III-12

Activity	*Percent Frequency of Non-Inclusion*	
	Assistant Principal	*Principal*
Adult education program	61%	57%
School alumni association	58	55
Student store	46	43
School traffic or safety squad	43	34
Work-Study program	39	37
Financial aid for students	37	34
External testing program	34	30
Assistance to students in transition from school to post-school life	33	29
School newspaper	30	21
Transportation services	30	27
Medical, dental, and health services	25	22

There remain, then, 18 of the original list of 59 administrative tasks that are unaccounted for by the two foregoing tabulations. These 18 are obviously activities with which most assistant principals have contact but to a degree that many of them characterized as "slight." It would be poor judgment, though, to belittle contacts of this sort, for as assistant principals everywhere will testify, a day full of slight involvements can be a busy and wearing one.

These tasks in which assistant principals less often become involved are likely to be those for which responsibility is frequently carried on a system-wide basis (transportation, use of building by non-school groups), areas not closely related to the internal functioning of the school (alumni association, adult education), and functions which may not have been assumed by many secondary schools (financial aid for students, assistance to students in transition from school to post-school life).

Significance of Involvement

The range and extent of an assistant principal's contacts with the administration of his school are matters of consequence to both him and his school. But these contacts have other noteworthy qualities beside "how many" and "how much." We turn now to a consideration of the judgments participants in the Normative Study expressed regarding *the significance for the school of the work done by assistant principals in each of the task areas.*

On the questionnaire, respondents were asked to characterize each of the activities engaged in by assistant principals according to the level of

significance of the contribution of what the assistant principal did to the smooth functioning of the school. Five degrees of importance were identified: "least," "minor," "average," "major," and "indispensable."

It should be clear that the issue here was not the relative importance of the task itself but rather the importance of whatever the assistant principal contributed to operations in that area. Perhaps an illustration will make this distinction clearer. Opinion would be unanimous that custodial services comprise an administrative task area of major or indispensable importance to the functioning of a school. Almost all assistant principals have some involvement with these services, but in only about one-third of the schools in the study is the contribution of assistant principals to this area thought to be of major importance.

Participants in the Normative Study were asked to characterize the assistant principal's various duties in still another way. *How much freedom in decision-making does an assistant principal have or must he accept in doing whatever he does in each of the task areas with which he is concerned?* Evidence on these two issues—relative significance of the assistant principal's contributions and the extent of his discretionary powers is presented in the next three tables.

The complete family of 59 administrative tasks was first searched for those to which the assistant principal's contribution was considered at least "major" in half or more of the schools in the study. Fifteen task areas met this criterion. These 15 were, in turn, examined for the level of discretion allowed or required of the assistant principal as he went about his work. In 13 of the 15 areas, it developed that the discretionary level was rated "high" by more than half of the respondents. Finally, these 13 were checked to see if there was a characteristic or predominant level of participation by the assistant principal. Such a characteristic level did exist: except for one administrative task, the assistant principal's involvement in a majority of the schools was on a "shared" or "full responsibility" basis. The 13 task areas[5] that came through this screening are shown in Table III-13. It is interesting to note that the larger category of "Student Activities" has no representation in this list of 13 and that there is only a single representative of the group of tasks categorized as "Community Relations."

One is tempted at this point to label these 13 tasks as the core of the typical assistant principal's life, but this would probably be an over generalization. Nonetheless, even though the causes operating here cannot be demonstrated by reference to the data, we are convinced that something more than chance is responsible for so regular and consistent a pattern.

An additional group of 11 administrative activities appears if we require only that in 50 percent or more of the schools (1) the assistant principal shares the task with the principal or has full responsibility for it, and

[5] The one exception—teacher selection—has been retained in the table because it is a near-miss and relates so closely to several other tasks that met the criteria by a wide margin.

Table III-13

Administrative Tasks for Which, in a Majority of Schools, the Assistant Principal Has Full or Shared Responsibility, Exercises High-Level Discretion in Performing Them, and to Which His Contributions Are Considered of Major or Indispensable Importance *

	Assistant Principal Has Full or Shared Responsibility	*High-Level Discretion Needed*	*Major or Indispensable Importance*
Management			
Special arrangements at opening	93% (92%)**	67% (70%)	55% (56%)
Emergency arrangements	85 (91)	60 (67)	54 (56)
Staff Personnel			
School policies	79 (79)	63 (67)	69 (69)
Teacher selection	43 (44)	54 (59)	67 (61)
Orientation program for new teachers	78 (85)	65 (68)	62 (59)
Community Relations			
School public relations	78 (79)	61 (70)	48 (58)
Curriculum and Instruction			
Master schedule	68 (67)	66 (70)	72 (69)
Curriculum development	62 (68)	55 (63)	67 (65)
Evaluation of teachers	58 (55)	67 (67)	64 (62)
Providing instructional materials	57 (59)	47 (50)	52 (52)
Pupil Personnel			
Pupil discipline	91 (94)	89 (91)	83 (85)
Pupil attendance	87 (92)	73 (77)	76 (80)
Guidance program	63 (66)	61 (66)	62 (62)

* Percentages in this table based on number of responses to each item; that is, "not applicable" cases have been subtracted from the base.

** Numbers in parentheses are percentages of responses from principals.

(2) he is given substantial discretionary powers to carry out his assignment. These 11 are listed in Table III-14.

We now have, all together, 24 administrative operations for which the assistant principal has substantial ("major" or "shared") responsibility in carrying them out and in connection with which he is allowed to exercise a high level of administrative discretion. In some of the cases, as we have seen, the assistant principal's contributions are generally considered of substantial consequence so far as the effective carrying out of the task is concerned, but in others his contributions are not so highly valued. It seems reasonable to us to conclude that in these 24 tasks the assistant principal is most likely to find his greatest professional challenge. These

Table III-14

Shared Administrative Tasks Requiring a High Level of Discretionary Action by Assistant Principals Though Not Considered of Major or Indispensable Importance *

	Assistant Principal Has Full or Shared Responsibility	*High-Level Discretion Needed*	*Major or Indispensable Importance*	*Average or Major Importance*
School Management				
School daily bulletins	68% (69%)**	50% (50%)	27% (28%)	69% (68%)
Staff Personnel				
Faculty meetings	71 (74)	58 (69)	43 (49)	78 (77)
Teachers' "duty" rosters	77 (80)	61 (63)	38 (46)	76 (79)
Community Relations				
Informing the public of school achievements	63 (68)	52 (60)	37 (39)	74 (75)
Liaison with youth serving agencies of the community	66 (77)	50 (57)	30 (31)	71 (73)
Administrative representative of the school at community functions	69 (73)	50 (59)	29 (35)	70 (73)
Student Activities				
Student Council, General Organization, student government	54 (68)	47 (59)	33 (43)	69 (73)
School dances	79 (85)	48 (58)	17 (27)	60 (65)
Curriculum and Instruction				
Articulation with "feeder" schools	70 (71)	55 (60)	48 (49)	71 (72)
Innovations, experiments, and research	61 (71)	54 (63)	42 (46)	68 (72)
Pupil Personnel				
Orientation program for new students	68 (71)	51 (52)	44 (45)	78 (79)

* Percentages in this table based on number of responses to each item; that is, "not applicable" cases have been subtracted from the base.

** Numbers in parentheses are percentages of responses from principals.

24 also appear to constitute the basic in-service curriculum for the assistant principal who is looking forward to becoming a principal, for in each of these activities the assistant works closely with an experienced principal while he is at the same time acquiring additional administrative competence through the exercise of his own best judgment a great deal of the time.

Another, and non-overlapping, series of administrative tasks appears if we modify the criteria further and now screen for those activities

(1) which (as before) the assistant principal shares with his superior or has full responsibility for in a majority of the schools,

(2) to which the assistant's contributions are considered of *average* or *major* importance (instead of *major* or *indispensable*), and

(3) for which the discretion level required is rated "low" more often than "high"

The 16 tasks identified by these criteria are listed in Table III-15.

Table III-15

Shared Administrative Tasks to Which the Assistant Principal's Contributions Are of Average or Major Importance But Which Do Not Customarily Require a High Level of Administrative Discretion in Their Execution *

	Assistant Principal Has Full or Shared Responsibility	*High-Level Discretion Needed*	*Average or Major Importance*
School Management			
School calendars	67% (71%)**	45% (45%)	68% (68%)
Transportation services	48 (54)	32 (37)	55 (53)
Custodial services	57 (56)	43 (45)	67 (64)
Clerical services	65 (64)	47 (49)	70 (69)
Cafeteria services	49 (59)	35 (41)	64 (66)
School-related building use	64 (64)	40 (41)	64 (63)
Non-Instructional equipment and supplies	50 (58)	29 (36)	63 (64)
Staff Personnel			
Substitute teachers	57 (57)	37 (37)	68 (64)
Community Relations			
Parent-Teacher Association	54 (55)	32 (43)	58 (60)
Student Activities			
Assemblies	66 (65)	42 (52)	66 (71)
School club program	66 (75)	45 (54)	71 (72)
School traffic or safety squad	57 (66)	42 (46)	58 (62)
Curricular and Instructional			
Field trips	52 (60)	34 (41)	59 (60)
School-wide examinations	58 (63)	47 (50)	68 (68)
Pupil Personnel			
Relationships with education and employer representatives	55 (63)	41 (50)	66 (69)
School assistance to students in transition from school to post-school life	52 (63)	47 (52)	65 (68)

* Percentages in this table based on number of responses to each item; that is, "not applicable" cases have been subtracted from the base.

** Numbers in parentheses are percentages of responses from principals.

One can conjecture that school administrators, as is the case with other executives, tend to view their contributions of only "average" consequence in those areas where their professional judgment is called upon to only a limited degree. Most, though not all, of the activities listed in Table III-15 are of a sort for which there customarily is a reasonably well established pattern in a school and where, some would argue, it takes only a little discretionary action by any administrative officer to foul things up.

Another group of activities appears when the criteria for selection are still further modified to require that

(1) the assistant principal's contribution to the activity is considered of *average or major* importance,

(2) his level of responsibility is rated *slight* more often than otherwise, and

(3) the degree of discretion permitted him is rated *low* rather than *high.*

Table III-16

Administrative Tasks for Which the Assistant Principal's Contributions Are Considered Average or Major But for Which He Customarily Has Minor Responsibility and for Which High-Level Discretionary Action Is Not Generally Needed *

	Assistant Principal Has Full or Shared Responsibility	*High-Level Discretion Needed*	*Average or Major Importance*
School Management			
School financial accounts	37% (38%)**	42% (43%)	61% (56%)
School budget	36 (39)	43 (46)	56 (51)
Staff Personnel			
Teacher personnel records	36 (31)	35 (36)	59 (53)
Student teachers	44 (46)	37 (40)	61 (60)
Community Relations			
Information concerning community resources	42 (53)	35 (39)	61 (66)
Student Activities			
Varsity athletics	41 (52)	32 (36)	59 (63)
Curricular and Instructional			
Work-study program	44 (55)	32 (38)	61 (60)
Textbook selection	40 (47)	45 (51)	62 (60)
Pupil Personnel			
Health services	39 (43)	27 (30)	59 (56)
Financial aid for students	43 (54)	36 (64)	48 (53)
External testing program	37 (46)	41 (50)	59 (59)

* Percentages in this table based on number of responses to each item; that is, "not applicable" cases have been subtracted from the base.

** Numbers in parentheses are percentages of responses from principals.

Most of the administrative duties included in Table III-16 [6] are usually under the immediate supervision or control of a specialist in a school's administrative structure. Hence, it is not surprising that the assistant principal's degree of responsibility tends to fall in the "slight" range. And for much the same reason, it also is to be expected that his involvement with these activities will seldom require him to make "judgment calls."

We have been following our original family of 59 administrative duties down what amounts to a descending scale of importance—importance, that is, of the part the assistant principal plays in the smooth operating of his school through his involvement with these duties. We examined groups of tasks where this importance is widely considered to be major or indispensable and others where a majority of the participants in our study judged the involvement to be of only average or major consequence. At this point, then, one naturally wonders whether there are any administrative tasks to which the assistant principal's contributions seem to be of no special consequence.

To get an answer to this question, percentages in the "least" and "minor" importance categories were combined. These least/minor combinations were then studied for those tasks rated no better than of "least" or "minor" importance by half or more of the respondents to the questionnaire. This final screening produced the eight items listed in Table III-17. It is not surprising to find that these eight duties seldom require much discretionary action by the assistant principal and that they, with but one exception (fund drives), require him to carry responsibility to only a slight degree. There is a very human tendency to downgrade the significance of activities with which we are not much concerned or which call for little decision-making. However, administrative duties such as these eight that are peripheral to the regular, everyday life of a school may be considered by an assistant principal to be of lesser significance because, as we have observed repeatedly, he spends most of his time at the *heart* of that everyday life.

variations between types of schools

Thus far in the analysis of the Normative Study data we have made no distinction between assistant principals working in junior high schools and those working in senior high schools, nor have we distinguished between schools in urban areas and those in rural and suburban settings. But other differences among such schools make it reasonable to expect variations in the work of the assistant principal, too.

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[6] The headings used in Table III-16 are the same as those in the immediately preceding tables to facilitate comparison. Two of these, therefore, are phrased as the reverse of criteria (2) and (3) above.

Administrative Tasks to Which a Majority of Assistant Principals Make Contributions Judged To Be of Little or Minor Importance *

	Assistant Principal Has Full or Shared Responsibility	*High-Level Discretion Needed*	*Little or Minor Importance*
School Management			
Non-school related building use	43% (54%)**	27% (30%)	53% (54%)
Community Relations			
School alumni association		11 (18)	83 (80)
Adult education programs	21 (23)	24 (26)	57 (59)
School participation in fund drives	51 (57)	27 (32)	53 (49)
Student Activities			
Student photographs	43 (49)	24 (25)	74 (75)
School newspaper	21 (27)	26 (26)	50 (50)
Student store	33 (39)	23 (28)	58 (60)
Pupil Personnel			
Instruction for home-bound students	37 (40)	27 (29)	52 (52)

Table III-17

* Percentages in this table based on number of responses to each item; that is, "not applicable" cases have been subtracted from the base.

** Numbers in parentheses are percentages of responses from principals.

To check out this expectation, schools in the study and data from them were sorted into four groups: (a) junior high schools in rural/suburban settings, (b) junior high schools in urban areas, (c) rural/suburban senior high schools, and (d) urban high schools. Table III-18 shows the number of responses used in this analysis.

Percent of Principals and Assistant Principals Contributing to the Normative Study by Type of School

	Assistant Principals Reporting	*Principals Reporting*
JHS—r/s*	16%	18%
JHS—u	21	21
SHS—r/s	35	31
SHS—u	28	30

Table III-18

* r/s: rural/suburban.
u: urban.

When the questionnaire data were restudied on the basis of this regrouping, one comprehensive generalization became apparent: *no essential or substantial differences are evident between the roles of assistant principals in junior and senior high schools nor between those in urban and rural/suburban schools.* The differences that exist among schools in any one of these groups are far greater than appear when modal practices in any two of the groups are compared. The data in Tables III-19 and III-20 illustrate the essential similarities we have commented on.

Some differences in modal practice do appear when schools in the four groups are compared, but these are not great enough to undermine the larger generalization. If we examine the data in Tables III-19 and III-20 we see, for example, that

a. junior high school assistant principals are somewhat more likely than those in senior high schools to have substantial responsibility for the cafeteria and for community fund duties, and

Table III-19

Eleven Task Areas Most Frequently Requiring High-Level Discretionary Behavior and for Which Assistant Principals Have Full or Shared Responsibility by Type of School

Task Areas	*Percent of Assistant Principals* Reporting Shared or Full Responsibility*			
	JHS r/s	*SHS r/s*	*JHS u*	*SHS u*
School Management				
Special arrangements at start and close of year	95%	95%	91%	94%
Emergency arrangements	94	82	84	82
Staff Personnel				
Orientation program for new teachers	87	75	77	76
School policies	81	83	76	77
Teachers' "duty" roster	88	74	79	75
Faculty meetings	71	75	64	72
Curriculum and Instruction				
Evaluation of teachers	61	53	53	56
School master schedule	64	70	61	73
Pupil Personnel				
Pupil discipline	97	88	97	87
Pupil attendance	94	85	87	85
School guidance program	72	58	62	67

* Responses by principals follow much the same pattern as those of assistant principals. They are not included here in the interest of simplicity.

b. senior high school assistant principals are somewhat more likely than those in junior high schools to become involved with varsity athletics.

These are hardly unexpected findings, and the differences have to be qualified only as "somewhat more." In emphasizing that no substantial differences in role characterize the assistant principalship in these four common groups of secondary schools, we do not intend to rule out the existence of any such differences. We say only that such differences are not revealed by the data gathered in this study. It is quite possible, for instance, that the emphasis or style of performance required of a junior high school assistant principal as he performs a particular task may differ subtly but significantly from what is required of the administrator who works with older students.

Eleven Task Areas Most Frequently Requiring Only Low-Level Discretionary Behavior and to Which Assistant Principals Contribute in Major or Indispensable Ways

Table III-20

Task Areas	*Percent of Assistant Principals* Reporting Their Work of Major or Indispensable Importance*			
	JHS r/s	*SHS r/s*	*JHS u*	*SHS u*
School Management				
Non-instructional equipment and supplies	32%	20%	20%	24%
Cafeteria services	38	24	33	28
Staff Personnel				
Teacher personnel records	31	31	26	30
Community Relations				
School participation in community fund drives	11	7	12	15
Information concerning community resources for instruction	21	18	20	17
PTA (or counterpart)	23	11	23	18
Student Activities				
Student photographs	6	5	3	4
Varsity athletics	13	23	11	27
Curriculum and Instruction				
Field trips	14	11	12	13
Pupil Personnel				
Instruction for home-bound students	19	16	13	11
Medical, dental, health services	21	24	26	22

* Responses by principals follow much the same pattern as those of assistant principals. They are not included here in the interest of simplicity.

Though the name is the same, the meaning or content of a given task may be one thing for the assistant principal of a large city high school and something else for the man in a suburban high school. Hypotheses such as these, which the present research did not examine, should be subjected to further study.

The Questionnaire Data Summarized

1. The findings of the Normative Study corroborate the common observation that an assistant principal in an American secondary school has his hands in practically everything that goes on in the school. The duties assigned to assistant principals in this study took them into all six of the basic categories used for grouping administrative tasks. Further, most of the assistant principals had some contact—even though "slight" in many instances—with all 59 of the specified administrative tasks.

2. As groups, assistant principals and principals hold similar (and equally diverse) viewpoints regarding the responsibilities of assistant principals, the importance of the duties they perform, and the kind of discretion required in the execution of these duties.

3. Variations from school to school in assigning responsibility to the assistant principal are striking. For every one of the 59 task areas in the questionnaire, there were replies in every one of the four *responsibility* categories—"not applicable," "slight," "shared," and "full." The same spread is observable in the matter of *importance* and level of *discretionary behavior.*

4. Assistant principals seldom are assigned "full" responsibility for the execution of duties in the task areas used in this research. In the case of a large majority of the duties with which they become involved, either they have slight personal responsibility for their work, or they share with the principal the responsibility of planning, organizing, and coordinating the work.

   The implications of this finding deserve thoughtful attention, and it may be that many assistant principals might be more accurately described as "assistants to the principal." If this is indeed the case, it appears essential to ask if this conception of the assistant principalship is really appropriate to the administrative needs of the contemporary American high school.

5. From the present research it appears that secondary school administrators—both principals and assistant principals—attach relatively less importance to the work of the assistant principal having to do with community relations and student activities than to their work in the other four categories of tasks. Neither the data at hand nor our own

professional beliefs allow us to state unequivocally that this is an imbalance that should be redressed promptly. However, we do recommend that individual schools at least examine their own practices and values in this regard.

6. Most administrators believe that most of the assignments given assistant principals do not call for or permit high-level discretionary action on their part. For only 16 of the 59 task areas did the high-discretion choice get 60 percent or more of all responses.

   Perhaps we overestimate the part that problem-solving—discretionary behavior—plays in educational administration at all levels. Even so, we believe that a do-as-you-are-told policy in assigning duties to members of an administrative team is a very short-sighted one as measured by the well-being of a school.

7. While the differences between the responses of assistant principals and of principals are seldom large, the direction of the differences is remarkedly constant. The impression created is that more principals than assistant principals have positive perceptions of the role the assistant principal plays in the life of the school. Apparently, principals more frequently than assistant principals believe that assistant principals are invested with a substantial measure of responsibility for important functions of the school that require the exercise of good judgment. These differences in viewpoint, though small in themselves, when taken together and combined with other findings of this study, suggest that some disharmony exists between the way an assistant principal understands the range and character of his duties and the way the principal sees them.

Chapter
IV

A Career Study of Assistant Principals

The third phase of the Study of the Assistant Principalship was an exploration of the career patterns of educators who had filled the position of assistant or vice-principal in public secondary schools; that is, a study of occupational mobility. Simply stated, the occupational mobility study asked who the assistant principals were, where they came from, and where they went. For this investigation a questionnaire was developed in which respondents were asked to provide data in relation to their

- socio-economic background
- formal preparation
- previous employment
- factors influencing occupational choices
- influence of other individuals on career decisions
- occupational values at several career stages
- job satisfactions

In addition, the relation of selected factors to entry into the position of assistant principal and departure from it were examined.

In developing the Career Study questionnaire, guidance was received from two major sources: (1) the literature of careers, career patterns, and career development, and (2) consultants specializing in related disciplines.[1] Additionally, valuable assistance in identifying critical concerns was received from the NASSP Committee for the Assistant Principalship Study.

An initial form of the questionnaire was administered to a small sample of educational administrators in the New York metropolitan area.

[1] We wish particularly to acknowledge the assistance of Professor Charles N. Morris of the Department of Guidance of Teachers College, Columbia University; Professor Albert S. Thompson of the Department of Psychology of Teachers College, Columbia University; Professor Solon Kimball of the Department of Anthropology of the University of Florida; and members of the staff of the Career Study Office of Teachers College, Columbia University. Professor David Kapel, then on the faculty of Glassboro State College and now on the faculty of Temple University, was the statistical consultant.

On the basis of this trial administration, the form of several questionnaire items was revised, and some questions which appeared to elicit "stereotyped" responses were eliminated. A major contribution of this trial run was the recommendation to include a series of questions related to the environmental conditions of employment.

The questionnaire in its final form, entitled *The Occupational Mobility of Assistant Principals,* is reproduced in the Appendix.

The Career Study Sample

selecting the sample

To facilitate identifying schools from which to draw a sample of former assistant principals for use in this career mobility study, the continental United States was divided into eight regions [2] to secure geographic diversity. The plan was to include assistant principals from schools serving basically urban, suburban, and less densely populated areas in each of these regions. To accomplish this, a Standard Metropolitan Statistical Area (SMSA) with a central city of over 250,000 inhabitants was selected in each geographic region. An SMSA, as defined by the United States Census Bureau, consists of a core city and its surrounding suburban counties. An approximately equal number of schools were also selected from the counties ringing each of the SMSA's chosen for study but which were not a part of any SMSA. Consequently, all of the non-SMSA communities included in the Career Study had population centers of less than 50,000, since this is the minimum size for designation as an SMSA.[3]

In the spring of 1967, a letter explaining the career mobility study and asking for assistance was sent to the principals of 830 secondary schools distributed among the eight SMSA areas that had been selected.[4] In particular, the principals were asked to give the names and current addresses of the men and women who had served as assistant principals in their schools in 1961 and in 1956. Replies were returned by 681 of the principals, who named 673 former [5] assistant principals. In a few other cases, assistant principals in the years specified were deceased, or their current addresses unknown. And 241 of the 681 principals said their schools had not employed assistant principals as recently as 1961.

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[2] U.S. Census of Population, Volume 1, Part A. Washington, D.C.: Government Printing Office, 1960.

[3] In this report, data are frequently reported for three different population areas: Urban, Suburban, and Non-SMSA. *Urban* refers to the responses of assistant principals who served in schools in the core cities of the selected Standard Metropolitan Statistical Areas, areas having over 250,000 inhabitants each. *Suburban* includes the responses of assistant principals in schools in the Standard Metropolitan Statistical Areas but not in the core cities. *Non-SMSA* is the term used to classify the responses of assistant principals from schools in counties on the fringe of the selected SMSA and with population centers of less than 50,000 inhabitants.

[4] See Table IV-1.

[5] For ease of reference, these assistant principals will be referred to from time to time as "former," even though at the time this research was carried on some still were in this position.

the sample selected

A letter of explanation asking for participation and a copy of the Occupational Mobility Questionnaire were then sent to these 673 men and women. Completed inquiry forms were ultimately received from 419, or 62 percent. The distribution by type of community in which the 419 former assistant principals had been located in 1956 and 1961 is as follows:

108 in urban or core city schools
176 in suburban schools
135 in non-SMSA or rural secondary schools.

The distribution of respondents by geographic regions and SMSA areas is shown in Table IV-1.

In the course of obtaining data for this aspect of the Study of the Assistant Principalship, shrinkage in sources of information took place at two points, both of which we have already noted: 18 percent of the principals originally written to did not reply, and only 62 percent of the identified former assistant principals returned usable questionnaires. It is true that, from the standpoint of questionnaire experience, both of these rates of return were high. While we cannot demonstrate conclusively that replies from the non-responding group of assistant principals would have been congruent with the data actually obtained, the care that was exercised in processing and interpreting the information that did come in gives confidence in the generalizations that developed from an examination of the contents of the 419 questionnaires.

Although the occupational experiences and perceptions of former assistant principals of urban, suburban, and non-SMSA schools in eight regions of the United States were collected, inter-regional analyses were not attempted in this study. Comparisons have been limited to those involving the three different community types. Some unevenness of rates of responses

Table IV-1

Distribution of Former Assistant Principals by SMSA and Surrounding Regions as Used in the Mobility Study

Geographic Region	*Standard Metropolitan Statistical Area*	*Number of Respondents*
North East	Boston, Massachusetts	59
Middle Atlantic	Buffalo, New York	49
South Atlantic	Atlanta & Savannah, Georgia	29
East North Central	Milwaukee, Wisconsin	62
West North Central	St. Louis, Missouri	47
West South Central	Oklahoma City, Oklahoma	20
Mountain	Denver, Colorado	60
Pacific	San Francisco, California	93
TOTAL		419

were observed among the groups of respondents from these community types—urban, suburban, and non-SMSA. We were advised, however, that the kinds of analyses we were considering would not require the use of special statistical procedures to compensate for these differences.

Everyone is aware of the changes taking place in school organization, of the greater fluidity in all occupational groups, and of the modification that is taking place in the relationships between the generations. This awareness prompts us to remind the reader that the career development patterns observable in, say, 1960 may not fit the 1970 edition of the assistant principal equally well. Furthermore, the assistant principals of 1970, with only a few exceptions are not the same men and women who held this position in 1956 and in 1961 since, as we shall see presently, a majority of assistant principals do not stay with that job for an extended period. But it is often remarked—and many times bemoaned—that the educational enterprise is slow to change. We expect, therefore, that the major generalizations coming out of this investigation of the professional mobility of assistant principals are still largely applicable even though some details may not be.

Definitions of Terms

Position titles—The research was confined to assistant principals and vice principals of public secondary schools—high schools, junior high schools (41 schools enrolling students in grades 6 through 8 were included), and combined junior-senior high schools. Only the questionnaires from men and women who listed themselves as "assistant principal" or "vice principal" were included in the analyses. Variations in the nature of the duties assigned to persons with these titles and in the number of assistant or vice principals in a building were not factors examined or taken into account in this section of the overall study of the assistant principalship.

Occupational mobility—Movement from position to position as from one assistant principalship to another assistant principalship and movement from a position in one occupational category to a position in another occupational category as from an assistant principalship to a principalship.

Horizontal mobility—Movement to another assistant principalship in another school, either within the original district or across school district lines.

Vertical mobility—An occupational change across or within school district lines, as exhibited by an assistant principal who returns to teaching or assumes a principalship.

Upward mobility—Vertical mobility to positions of higher status and responsibility. In this study, upward mobility denotes a move from the assistant principalship to a principalship, a central office position (superintendent, assistant superintendent, or district-wide coordinator) or to a college or university position.

Yesterday's Assistant Principal Today

In the pages that follow, we shall be discussing in some detail the question of "Yesterday's Assistant Principal Today, and How He Got Here from There." But three or four general observations at this point may help set the stage for these details.

For one thing, and to no one's surprise, *only one in 10 of the former assistant principals is a woman.* This figure, however, is not constant for the three types of school communities in the sample. Specifically,

- in rural (non-SMSA schools), 5 percent are women
- in suburban schools, 10 percent are women
- in core city schools, 14 percent of the assistant principals are women.

Nineteen out of 20 of the former assistant principals held graduate degrees at the same time the research was conducted, and no one was without at least a bachelor's degree. There was only a sprinkling of doctoral degrees among the respondents, and this sprinkling was more in evidence among those who had worked in core city schools than elsewhere.

The only observable differences among the three types of schools in this regard is the relatively high percent of state university degrees in the urban group and the preponderance of state college degrees in the surrounding counties. The distribution of graduate schools by types is shown in Table IV-2.

Table IV-2

Types of Graduate Schools from Which Assistant Principals Earned Their Highest Graduate Degree

Type of Graduate School	*Percent by Category*		
	Urban	*Suburban*	*Non-SMSA*
Nationally-Known Graduate School of Education*	11%	12%	11%
State College	10	14	32
State University (not included in "nationally-known" group)	41	32	30
Private University or College	33	38	23
Other	5	4	4

* The following schools were classified as "nationally known graduate schools of education": University of Chicago, University of California, Harvard University, University of Illinois, University of Michigan, Ohio State University, George Peabody College, Stanford University, and Teachers College, Columbia University.

Six out of 10 of the assistant principals reported that their parents had not finished high school, and fewer than one in 10 reported that their parents held college degrees. (You recall that all of the assistant principals had earned at least one college degree.) In less than 15 percent of the cases

could the parents be classified by occupation as professionals, business executives, or owners of large businesses. About a third of the assistant principals came from homes where the head of the household was a skilled or semi-skilled worker, a tenant farmer, or the owner of a small farm.

The existence of "generation gaps" of this kind is common knowledge, and this common knowledge is sometimes used to argue that the man or woman who, by one means or another, has been able to obtain more education than his parents is thereby, in some inexplicable way, rendered less sensitive to the physical needs and the spiritual qualities of his fellow men. Nothing in this study, happily, supports this pessimistic bias so far as the nature of second-level administrators in our public secondary schools is concerned.

steps to the assistant principalship

The participants in the Career Study were asked to give the number of years of experience in education they had had prior to their first appointment as an assistant principal. As can be seen from Table IV-3, it is rare that a man or woman takes this first step into school administration with less than four years of other experience. But the chances of being able to start moving up at an early age are somewhat better in outlying schools than in urban or suburban ones. It is also evident that there tends to be a longer waiting period to get this first appointment in city schools than in other communities.

Table IV-3

Years of Experience in Education Prior To Assuming First Assistant Principalship

No. of Years	*Percent by School Category*		
	Urban	*Suburban*	*Non-SMSA*
1 – 3	2%	5%	13%
4 – 9	15	38	29
10 plus	70	47	48
Incomplete Information	13	10	10

Later on in this analysis of career patterns we shall introduce data relating the time of moving into the first assistant principalship to the time of taking the next step up the administrative ladder.

The difference between rate of movement to the assistant principalship in urban schools and elsewhere is paralleled by and partially explained by characteristic differences in paths of professional movement. The customary route to the assistant principalship in a city school takes the aspirant through one or more intermediate positions. Much more often in such schools than in other types, assistant principals reach that position after having served as department chairmen, as members of the guidance staff, or in some other administrative post. Fewer than one in three (31 percent) of the respondents in urban schools went directly from a full-time teaching assignment to the assistant principalship.

In contrast,[6] at least half (50 and 54 percent) of the assistant principals in suburban and non-SMSA schools went directly from the classroom to a desk in the front office. It is interesting to note that although the usual paths to the first assistant principalship are the ones we have just mentioned, a few men and women take what may seem to be a detour. In each of the three categories of schools we found a small number of men and women whose position immediately preceding their first assistant principalship had been a regular principalship.

The kinds of schools in which first assistant principalships were obtained as shown in Table IV-4 reflect pretty much the general distribution of schools by organizational types.

Table IV-4

Grade Organization of Schools in Which First Assistant Principalship Was Held

*Organization**	*Percent of Assistant Principals by Types of Community*		
	Urban	*Suburban*	*Non-SMSA*
Senior high schools	41%	52%	60%
Junior high schools	39	32	23
Junior/senior and others	20	16	17

* In this report, schools including grades 6–8, 7–8, and 7–9 are classified as junior high schools. Those including grades 9–12 and 10–12 are classified as senior high schools.

Who Moves Ahead?

It is time, now, to turn to an examination of some of the factors that appear to be related to professional movement upward from the assistant principalship. Before going on with this discussion we want to make it clear that, in characterizing certain shifts from the assistant principalship by using phases such as "upward mobility" and "professional advancement," we are using these words because they are common to our professional vocabulary. We in no sense intend to demean the assistant principalship by employing this seemingly preferential vocabulary.

A first question that comes to mind is how rapidly are men and women likely to make the shift from their first assistant principalship to another position considered a professional advancement. The data in Table IV-5 help to answer this question. It is interesting to note that 44 percent of those taking on their first assistant principalship in the three-year span 1958-61 had, by 1967, moved ahead and that exactly the same percent (44) of those starting out in 1954-57 had also advanced by 1967.

[6] The differences between the urban percentage and the others is statistically significant at the .01 level.

Timing of First Assistant Principalship Related to Advancement by 1967

Table IV-5

Year of 1st Asst. Principalship	*Percent advanced by 1967*			
	Urban	*Suburban*	*Non-SMSA*	*Total*
1958–61	37%	41%	55%	44%
1954–57	43	38	53	44
Prior to 1954	38	40	39	37
Total	37%	40%	49%	42%

The percent of those starting out before 1954 is somewhat less (37%). Our data are not complete enough to permit us to make a very positive statement, but the facts in hand tempt us to remark that it looks as though between two-fifths and a half of all assistant principals advance to other professional posts—most of them principalships—and that stepping up and out of the assistant principalship, if it happens, is likely to take place within seven or eight years. We repeat, we are going somewhat beyond our data, but the details of Table IV-5 suggest these inferences.

women in the assistant principalship

The figures in Table IV-5 do obscure one statistically and practically significant fact: the assistant principalship is much less often a stepping stone to better things for women than it is for men. The fraction of women who achieve the assistant principalship in the first place is comparatively small. Only 14 percent of the assistant principals in core city schools were women and that percent diminished to 10 percent in suburban schools and to 5 percent in schools in the non-SMSA districts. And then only small fractions of these small fractions moved on to positions of higher status and responsibility, as is shown in Table IV-6.

Percent of Assistant Principals by Sex Who Moved to Positions of Higher Status and Responsibility

Table IV-6

	Percent Experiencing Upward Mobility		
	Urban	*Suburban*	*Non-SMSA*
Men	41%	42%	50%
Women	7	21	28

Although the highest percentage of women assistant principals was found in the core cities, women assistant principals in these cities appear to be almost static in respect to professional advancement, for the data in this table show that women assistant principals in suburban and non-SMSA districts experience proportionally greater mobility to principalships, central office administrative positions, and to positions in higher education than do the women in urban posts.

In responding to the questionnaire, women assistant principals had a greater propensity to volunteer comments than did the men. Many of the

comments were related to their perception of the opportunities open to them for professional advancement. While somewhat different attitudes seem to be reflected in the following quotations, "Too much pressure in the principal's office. I'm content right here as an assistant" and "No one wants a female principal, so why bother trying for advancement," a sense of resignation may be detected in both of the statements.

marital status

At the time this study was made, almost all of the respondents were married, and it was by no means uncommon for them to have large families (three or more children). Assistant principals with these larger families more often achieved upward mobility—46 percent of them—than was true of their colleagues with one child or none—36 percent. (In non-SMSA districts, the figures were 58 and 45 percent.) Since this is essentially a status study, we leave it to the reader to speculate about causes and consequences in this case.

graduate degrees

Most of the present and former assistant principals participating in this research had acquired one or more graduate degrees; without such degrees opportunities for advancement are decidedly limited. While the rate of mobility to positions of greater responsibility and status for all assistant principals participating in this study was about 43 percent, the rate for assistant principals without graduate degrees was only 14 percent. At the other extreme, better than two-thirds of the men and women who had earned doctorates had gone on to posts of higher responsibility. The distribution by degree level and type of school district is given in Table IV-7.

Percent of Assistant Principals Advancing to Higher Positions Distributed According to Their Academic Degree Levels

Table IV-7

Highest Earned Degree	*Percent Advancing to Higher Positions by Type of Community*		
	Urban	*Suburban*	*Non-SMSA*
Bachelor's Degree	0%	17%	13%
Master's Degree	36	38	45
Master's plus professional diploma	37	50	70
Doctorate	62	80	100

influence of graduate schools

The influence that varying types of graduate schools have on the careers of their graduates is well-documented in the literature of the medical and legal professions. In both, graduating from prestigious, nationally known schools has a very direct effect upon subsequent career development.[7]

[7] Oswald Hall. "The Stages of a Medical Career." In Sigmund Nasow and William H. Form, *Man, Work, and Society*. New York: Basic Books, 1962.

To test for the possible effect upon the career development of assistant principals of attendance at a "nationally known" graduate school of education, graduate schools considered to have national reputations were identified, as previously noted, and the mobility of assistant principals in the Career Study who had received degrees from any of those schools was compared with that of graduates of other universities. Contrary to findings in the medical and legal professions, within the definitions of mobility employed in this research and within the period of time in which their occupational mobility was studied, *the possession of an earned degree from a nationally known graduate school of education was not a substantial influence on the rate of upward mobility of the assistant principals in this survey.*

parental influences

We observed earlier that a large proportion of the parents of the men and women who are the subjects of this Career Study did not obtain high school diplomas in contrast to the prevalence of graduate degrees among the subjects themselves. We examined the data to see if this schooling gap, so to speak, was related to subsequent professional advancement. A difference was found—43 percent of the assistant principals whose parents were not high school graduates compared with 38 percent who were, had moved up by 1967. But this difference is not statistically significant (below .05 level), so we have here only a trend at most.

The outcome was much the same when mobility was examined in the light of level of parental occupation. In the study sample, high rank in parental occupation is not associated with an above-average rate of upward mobility. In fact, the relationship tended to be the opposite, although again the difference was not statistically significant. What assistant principals, like all mankind, inherit or learn from their parents influences in some fashion their achievements forever after. But whatever form this influence takes, it is evident that it does not spring directly from either the amount of schooling or the job successes of those parents.

The Influence of First Positions on Mobility

Previously in Table IV-4 we gave the distribution of the men and women in our sample according to the organization of the school in which they obtained their first assistant principalship. We now want to relate that first position to subsequent professional advancement.

From Table IV-8 it is immediately evident that the frequency of professional advancement in the case of men and women who start out as assistant principals in senior high schools is little influenced by the general type of community in which the schools are located. In contrast, when a first appointment is in a junior high school, the rate of upward mobility appears to be related to where the school is located, with those starting out in urban schools moving up noticeably less rapidly than their counterparts in other locations. (Twenty-six percent compared with 47 and 66.)

Percent of Assistant Principals Who Had Advanced by 1967 According to Type of School in Which They Held First Assistantship

Table IV-8

First Assistant Principalship in a	*Percent Experiencing Upward Mobility by 1967*		
	Urban	*Suburban*	*Non-SMSA*
Junior High	26%	47%	66%
Senior High	39	32	43
Junior/Senior High	33	38	49

It was reported a few pages back that it tends on the average to take somewhat longer for men and women in urban school settings than elsewhere to get a first assistant principalship. It is also apparent that the process of advancement beyond that level is also a bit slower in urban schools than elsewhere. These data will come as no surprise to experienced schoolmen, but their implications may have significance for younger people who are trying to plan careers in school administration.

intra- and inter-district mobility

For most people, much the better chance for moving ahead from the assistant principalship will develop in the school districts in which they are already employed rather than in other school systems. In our study, more than 75 percent of all moves to positions of greater responsibility were intra-district in character, as can be seen in Table IV-9.

Frequency of Advancement to Positions Within and Outside Current School Districts

Table IV-9

Type of Mobility	*Percent by Category*		
	Urban	*Suburban*	*Non-SMSA*
Intra-district	84%	77%	74%
Inter-district	16	23	25

[8] The difference was statistically significant at the .05 level.

Data available but not given here show that a majority of the small numbers of assistant principals who move outside their districts to their next jobs move to substantially larger school systems.

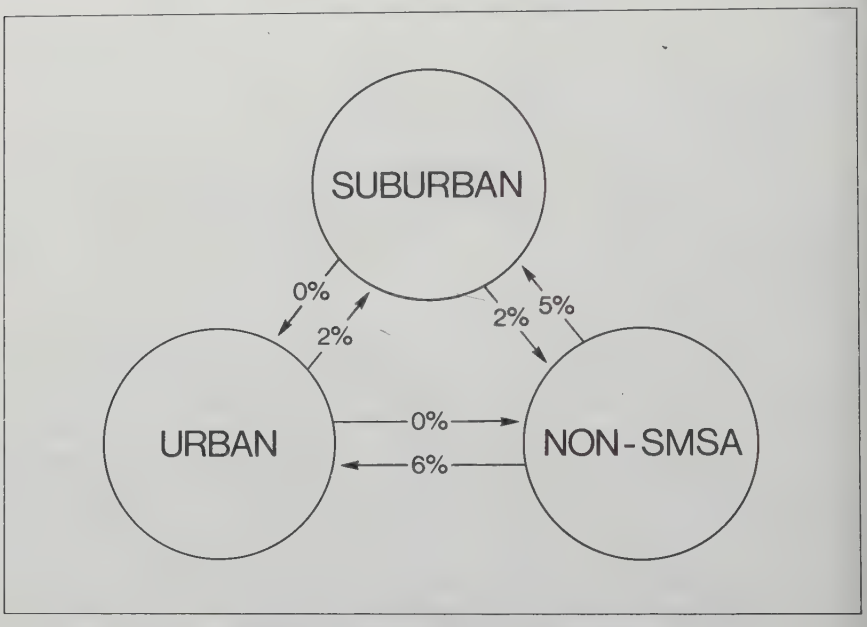
We originally hypothesized that evidence of job dissatisfaction would be much more evident in the case of assistant principals who moved to new communities to get advancement than would be true of those who remained where they were to be promoted. But the facts gathered did not support this hypothesis—no significant and consistent differences were found between the two groups. Not unexpectedly, of course, those who moved out as they moved up tended to be less influenced in their decision-making by such matters as job security, seniority, and retirement benefits than were those who stayed on and were promoted.[8]

mobility among types of communities

We have just seen that a sizeable majority of the assistant principals who achieve professional advancement obtain it in the school systems where they are already at work. But where there is inter-district movement, what about the relative frequency of shifts between schools in different classes of communities (urban, suburban, and non-SMSA)?

There is a prior question to be answered, however: How likely is it that a man or woman will shift to a different type of community in getting his first appointment as an assistant principal? Figure IV-1 makes it clear that changing types of communities at this point in a professional career is uncommon—only 15 percent of our respondents made such a change. And almost all of the changes can be accounted for by movement out of non-SMSA areas.

Figure IV-1



Percent of Respondents Changing Type of Community at Point of Obtaining First Assistant Principalship

To get back, now, to the matter of shifting among types of communities when it comes to obtaining the first position above the assistant principalship. Here, too, the overwhelming tendency is to seek or obtain advancement in the same class of community as one is working in. Figure IV-2 shows how relatively infrequent changing to a school district in a different census category is at this juncture.

These two diagrams of the patterns of professional mobility are strikingly similar—there is very little movement between different classes of communities at these professional levels. Two small differences, though, do deserve note. First, while teachers in non-SMSA school districts may

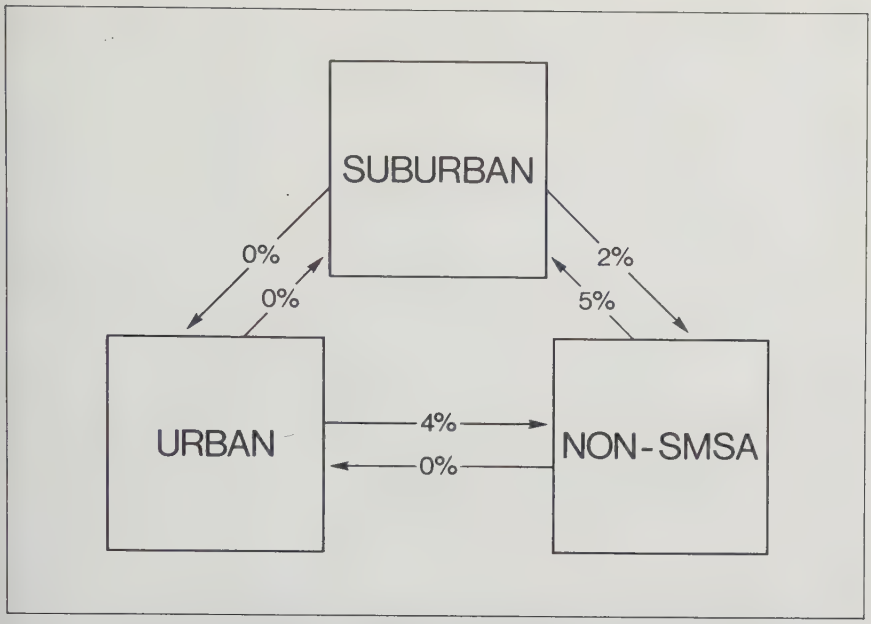


Figure IV-2

Percent of Respondents Changing Type of Community at Point of First Advancement Beyond Assistant Principalship

obtain assistant principalships in city schools, non-SMSA assistant principals do not get principalships in city schools. In contrast, urban assistant principals sometimes look to smaller communities for opportunities for further advancement.

patterns of mobility

A methodological framework developed by D. E. Super [9] was used to combine data indicating years in education before becoming an assistant principal with data on years in that position before moving upward and thus to show patterns of entry into and departure from the assistant principalship. The frequency with which various patterns appeared in the study population as shown in Table IV-10. The terms used in this table are to be interpreted as follows:

"early entry" .....3 years or less educational experience before first assistant principalship

"early departure" .....3 years or less as an assistant principal before moving to position of greater responsibility

"average entry" .....4 to 10 years of educational experience before first assistant principalship

"average departure" .....4 to 10 years as an assistant principal before moving to position of greater responsibility

"late entry" .....11 or more years of experience

"late departure" .....11 or more years as an assistant principal

[9] D. E. Super. *Psychology of Careers.* New York: Harper and Brothers, 1957; pp. 52-54.

Table IV-10

Relative Frequency of Different Patterns of Entry into and Departure from the Assistant Principalship Demonstrated by Upward Mobile Assistant Principals

Entry/Departure	*Urban*	*Suburban*	*Non-SMSA*
Early/early	5%	8%	10%
/average	3	6	9
/late	0	0	6
	8%	14%	25%
Average/early	7	17	14
/average	12	26	22
/late	3	0	3
	22%	43%	39%
Late/early	7	11	16
/average	56	18	14
/late	7	14	6
	69%	43%	36%

In a distribution of this sort one expects that, by the nature of the definitions, the data will cluster noticeably around the "average," but this expectation is not realized in this case. Actually, only one figure in the table is eye-catching—the 56 percent of the urban respondents in the "late/average" group. Otherwise, the distribution is surprisingly "flat."

One entry/departure class seemed worth a little further investigation. Is there anything that sets off the "early entry/early departure" group from their fellows? Since there were only 15 people in this group, generalizations must be tentative, but it is striking that of these early/early (rapidly upward mobile) individuals

- all were men
- 80 percent were 44 or younger in 1967
- two-thirds had doctorates or at least 45 hours of study beyond the master's level.

In the final section of this chapter we shall be looking at some of the factors that the men and women participating in this Career Study said influenced their professional decision-making. The data gathered for that purpose permit us to add here, with respect to these 15 rapidly upward mobile people, that they, somewhat more often than others, said they thought educational administration would provide them with opportunities to use special abilities and aptitudes, to be creative, and to exercise leadership. And they were somewhat less likely than others to stress the significance of salary, status and prestige, security, and a pleasant working schedule.

Influences on Career Decisions

Thus far in this analysis of career patterns of assistant principals we have described their backgrounds and their patterns of upward professional mobility. To conclude this chapter we propose to report on such considerations as occupational values and job satisfactions as they influenced the career decision making of the assistant principals who contributed to this research. We shall also include some of the general comments on their careers that these men and women volunteered.

importance of occupational values

To learn more about their occupational value structures and the relationship of these to the unfolding of their careers, the cooperating assistant principals were asked to think back to earlier years in their professional lives and indicate how important certain job-related conditions were to their career decisions. First, they were asked to indicate conditions they recalled as either "most" or "highly" *important in influencing them to enter the teaching profession.* The frequency of these responses is shown in Table IV-11.

The Career Study population were also asked to recall what occupational values they considered *most influential at the point where they made the shift upward to their first assistant principalship.* The frequency with which each of the nine occupational values was considered important at this stage is also shown in Table IV-11.

Table IV-11

Percent of Assistant Principals Rating Certain Occupational Values as Most or Highly Important When Entering Their Teaching Careers and When Entering Administration*

Teaching/Administration Will:	*Teaching*	*Administration*
1. Give me an opportunity to be helpful to others	86%	78%
2. Give me an opportunity to work with people rather than things	84	72
3. Provide an opportunity to use my special abilities and aptitudes	78	71
4. Give me a chance to exercise leadership	55	82
5. Enable me to look forward to a stable, secure future	55	55
6. Permit me to be creative and original	51	52
7. Provide excellent hours and vacations	24	19
8. Provide me with a chance to make a good salary	16	48
9. Give me social status and prestige	17	37

* Differences among schools by location were minor and, hence, only total percents are given here.

On comparing the data in the two columns in Table IV-11 we find that the service orientation remained strong as the years went by and positions changed. But, and not surprisingly, such practical matters as salaries and status tend to carry more weight in making the decision to continue on into administration than in deciding to enter the teaching profession in the first place.

influence of other people

As assistant principals look back to the time when they decided to enter educational administration, they conclude that administrators in the school districts in which they were working influenced them more often to make the decision than did any other identifiable group of individuals.

The initial encouragement to try to move up professionally appears to have come from sources within the school district; only infrequently does it spring from undergraduate or graduate instructors, parents, or friends. Whether this motivation, internal to the school system, was the result of a consciously adopted policy by the school system or a consequence of the presence of attractive models in that system or the product of thoughtful advice by experienced elders to their younger professional colleagues, the facts gathered in this study do not adequately determine.

The next question that comes to mind has to do with the people who were influential in getting the first appointment as an assistant principal. Principals and superintendents, probably naturally, dominate this listing of highly influential personal sources, as can be seen in Table IV-12. The differences are not great, but the data are consistent with commonly held beliefs that friends and other professional contacts tend to have more influence on professional advancement in city schools than elsewhere, and that boards of education are more likely to be directly involved in the selection of junior executives in smaller communities than in larger urban school systems.

Table IV-12

Frequency with Which Various Types of Individuals Exercised Substantial Influence on Appointment to First Assistant Principalship

Source of Influence	*Percent of Assistant Principals Reporting "Great Influence"*		
	Urban	*Suburban*	*Non-SMSA*
Principal of the School	67%	73%	78%
Superintendent of the District	60	67	70
Board of Education	25	39	43
Other professional contacts	20	7	11
Friends	13	6	9

Qualities Affecting First Administrative Appointments

The men and women in the Career Study population were also asked to give their judgment of the relative importance of a dozen personal qualities at the point where they were given their first appointments as assistant principals. In Table IV-13 the frequency with which each of these qualities was rated "very important" is shown.

Frequency with Which Assistant Principals Considered Certain Qualities To Have Been Very Important in Influencing Their Promotion to the Assistant Principalship

Table IV-13

Qualities Related to First Appointment	*Percent Answering "Very Important"*		
	Urban	*Suburban*	*Non-SMSA*
Success as a teacher	70%	69%	64%
Performance in formal assignments (department head, counselor, etc.)	62	50	44
Amount and quality of professional preparation	48	29	32
Performance in informal assignments (assembly program, etc.)	41	41	40
The principal wanted me	35	49	54
Number of years of teaching experience	38	25	26
I was in the right spot at the right time	20	27	30
Successful job interview	16	20	18
Contacts within the profession	11	6	13
Performance on competitive exams	19	2	0
Contacts outside of the profession	2	2	2

The results of this inquiry are hardly unexpected, but a few entries in the table warrant comment. Respondents in all three types of communities felt that their success as teachers was the single most important influence in their being chosen for an assistant principalship, but the number of years spent in the classroom is located well down in this list of influential factors. This, of course, is consistent with what has been reported previously concerning time spent as a teacher before the first administrative appointment came along.

Performance in both formal and informal assignments outside the classroom which, one would suppose, would be especially useful in showing administrative potential is well up in the list, but the frequency with which it was rated "very important" is by no means striking.

"Amount and quality of professional preparation" gets surprisingly few high marks except among urban school men and women. Keeping this in mind, note the relative greater frequency with which urban assistant principals mention "performance on competitive exams" and "number of years of teaching experience." These reflect the more formal processes for promotion that characterize city school systems.

These responses are complemented by those made to two other items. Especially in the case of "The principal wanted me" and "I was in the right spot at the right time," there were noticeably fewer choices by urban administrators than by those working in suburban and non-SMSA areas. Again, it is apparent that it is easier for personal relationships to affect employment practices in non-urban communities than in large cities. At the same time, the reported importance of knowing the right people or being in the right place at the right time implies to us that some school systems would do well to review their hiring procedures to see if they are giving too much weight to chance.

environmental influences

Some pages back we presented data showing the very marked degree to which men and women, both when entering the assistant principalship and when taking the next step up, are likely to restrict their movements to the districts in which they are already employed, or to similar kinds of communities. We now have additional data concerning this form of professional stability.

Participants in the Career Study were asked to indicate the significance of certain environmental considerations on the decisions they made at certain critical points in their careers. One question had to do with family commitments: *To what degree have family commitments (such as number of children, proximity to relatives) caused you to pass up or not to seek opportunities in other communities or districts?*

Table IV-14

Extent to Which Family Considerations Have Limited Job Selection to Present Community

Degree of Importance	*Percent by Category*		
	Urban	*Suburban*	*Non-SMSA*
An important factor	49%	39%	46%
Of moderate importance	20	29	24
Of little or no importance	31	32	30

From the evidence in Table IV-14 it is evident that family considerations do, indeed, play a substantial role in restricting professional migration, at least in the early years of the schoolman's administrative career.

Another question, also in a way related to living conditions, was: *To what degree has the school environment (such as student discipline, parental views on education) been an important factor in your selection of jobs?*

As would be anticipated, school conditions did carry considerable weight in directing job-selection decisions made by a large fraction of the study sample.

It is worth noting, however, that significantly greater proportions of the men and women working in suburban and outlying areas rated school environment as an "important factor" than was true of employees of city

Extent to Which the School Environment Has Been an Important Factor in Job Selection

Table IV-15

Degree of Importance	*Percent by Category*		
	Urban	*Suburban*	*Non-SMSA*
An important factor	38%	56%	58%
Of moderate importance	31	34	27
Of little or no importance	31	10	15

school systems. Conversely, many more city employees than others considered school conditions of "little or no importance." This latter is perhaps a reflection of the position so often taken by teachers and others in urban schools that if you want to get ahead you go where you are sent or where there is a job of the sort you are seeking. Also, because of the diversity of schools and neighborhoods in a large city, many school people are willing to accept a school as it is, providing they and their families can continue to live in an area of the city to which they have become attached.

A third question having to do with the occupational environment as a career influence was: *To what degree did the advantages of job security, seniority, and retirement benefits outweigh advantages that might ensue from changing school districts?*

Extent to Which Factors Such as Job Security Weighed Against Moving to Other School Districts

Table IV-16

Degree of Importance	*Percent by Category*		
	Urban	*Suburban*	*Non-SMSA*
An important factor	54%	36%	33%
Of moderate importance	31	40	35
Of little or no importance	13	22	31

It is common knowledge that school teachers and administrators are not much inclined to be chance-takers, at least when it comes to employment, and the information in Table IV-16 is consistent with this stereotype. At the same time, we are moved to remark that probably in no small measure they are forced to accept this protective stereotype by a system in which the individual teacher or administrator finds it almost impossible to transfer from one school district to another any "credits" that he has earned in the way of job protection. An analysis of the Career Study data does show, predictably, that assistant principals who viewed job security as highly important in their professional decision-making experienced significantly less upward mobility than did those who gave it less weight.

Moving from the Assistant Principalship

We have already discussed the professional values that motivated the Career Study population first to enter teaching and subsequently to become assistant principals. The men and women in this population who at the time of the study were no longer assistant principals—mobility had carried them up, down, or out—were asked to explain in their own words their primary reasons for leaving the assistant principalship. Most of the 205 responses come from people who had moved up to other administrative posts, but a handful were from those who had returned to classroom teaching or had left the school world entirely.

Most of the responses to this open-ended inquiry could be put into one of the seven categories used to construct Table IV-17, but a few that did not fall neatly into one of the seven are worth quoting.

"I was tired of a secondary role. I wanted to be in charge."

"I prefer the closer student rapport associated with teaching."

"The administration would not support my decisions relative to school discipline."

"I viewed the assistant principalship as a necessary training ground for the principalship."

"I was lucky."

Table IV-17

Primary Reasons for Leaving the Assistant Principalship

Reason	*Percent by Category*		
	Urban	*Suburban*	*Non-SMSA*
Higher salary	19%	28%	30%
Desire to be promoted	15	14	14
Sought greater responsibility	10	10	14
Desire to promote innovations and have influence on the total school program	13	7	24
Sought a greater professional challenge	4	16	14
Tired of the drudgery of school discipline	4	14	4
Retired	6	2	7

It will be recalled that better salaries and higher status ranked well up on the list of reasons given for going into administration in the first place as assistant principals. These same two motives also were operative at the point where decisions were made by many of the assistant principals to move to another type of position. However, at this latter point, a degree of occupational frustration associated with their tenure in the assistant principalship can be observed. Those individuals leaving the assistant principalship sought, among other professional goals, a greater involvement in the school's educational program which would transcend student discipline and give them more influence on the school as a whole.

horizontal mobility

So few assistant principals in our study population migrated horizontally—that is, from assistant principalship to assistant principalship—that firm generalizations from the data are not possible. (There were 18 in urban areas, eight in suburban communities, and six in non-SMSA districts.) Nonetheless, some observations are in order.

For one thing, small as the numbers are, this type of professional movement is noticeably greater in urban areas than elsewhere. This urban migration almost certainly is the result of organizational rather than individual or personal considerations. The effects of the formal promotional policies of larger school districts and, we suspect, the greater place orientation on the part of urban residents—conditions less prevalent outside large cities—undoubtedly can be seen here.

Table IV-18

Frequency of Reasons Given for Horizontal Career Moves

	Percent by Category		
	Urban	*Suburban**	*Non-SMSA**
Preference for senior high school school assistant principalship rather than a junior high school assistant principalship	66%	25%	17%
The new position entailed a greater variety of professional experiences, with less concentration on discipline	33	25	33
A higher salary	22	13	66
Moved to a new school building	22	0	17
Assigned by superintendent's office	28	0	0
Greater opportunity for promotion	5	38	50
(n)	(18)	(8)	(6)

* Percentages may exceed 100 percent because respondents frequently cited more than one reason for horizontal moves.

There was a sprinkling of other reasons beyond the ones listed in Table IV-18.

Urban
- — Routine transfer
- — Requested by other principal
- — Conflict with superiors
- — Fewer discipline problems in new position

Suburban
- — Better living conditions
- — Nearer to graduate schools
- — Returned to home town

Non-SMSA
- — Larger school
- — Nearer graduate schools
- — Returned to home town
- — Better living conditions

These explanations, together with those in the table, suggest that the reasoning of the 18 urban assistant principals who made horizontal career moves was closely related to the intrinsic characteristics of the school systems in which they were employed; the bureaucratic nature of large organizations was evident in a majority of the urban responses. On the other hand, most of the explanations from people in the other two types of communities had little to do with the school system, per se.

hopes and aspirations

The men and women whose career patterns are being reviewed here were asked to try to recall their reactions to the assistant principalship as a career at the time when they accepted an appointment to such a position for the first time. Around 10 percent of the group apparently couldn't recall what they thought "way back then," but it is probable that the recollections of the rest as given in Table IV-19 correspond closely to those of the entire study population.

Table IV-19

Recollections of Career Intentions with Respect to Assistant Principalship When First Appointed to That Position

Intention	*Percent by Category*		
	Urban	*Suburban*	*Non-SMSA*
I plan to make it a career	39%	25%	22%
It will be temporary. I plan eventually to:			
1. Return to teaching	5	2	5
2. Be promoted	44	54	46
(a) in this district	(39)	(43)	(34)
(b) elsewhere.	(5)	(11)	(12)
I had no thoughts on the matter.	12	19	27

We see from these figures that only a modest minority of this population looked forward to making a life's work of the assistant principalship, although it seemed to be a somewhat more appealing prospect to urban teachers than to others.

When responses to this question by men and women were analyzed separately, the sex differential which has appeared elsewhere in this report came to light again. Among women, 48 percent said they had planned to make a career of the assistant principalship, whereas only 22 percent of all the men said they had had this intention.

It certainly is necessary to remind the reader that retrospections such as the foregoing are not always accurate. However, the comparative lack of appeal of the assistant principalship as a permanent career level revealed by these recollections is reconfirmed by statements made by men and women who were assistant principals when the research staff contacted them in 1967. They were asked if they *wanted to remain* assistant princi-

pals and also if they *expected to remain* in that position for at least another five years. Remaining in that spot clearly is the first preference of only a very few among practicing administrators, but many more seem to be quite realistic about their chances of moving up in the immediate future.

Percent of Assistant Principals in 1967 Who Expected To Remain in That Position for Five More Years and of Those Who Preferred To Do So

Table IV-20

	Percent by Category		
	Urban	*Suburban*	*Non-SMSA*
Expected to remain an assistant principal	37%	36%	52%
Preferred to remain an assistant principal	16	20	20

These data were also grouped according to the sex of the respondents, and once again the differences in the aspirations and expectations of men and women are marked. For example, in answering the question, "What kind of job would you like to have five years from now?", 49 percent of the men said they hoped to obtain appointments as principals or central office staff members. But only 17 percent of women had similar aspirations. Women as a group in our study sample—and presumably elsewhere—were much more inclined than men to view the assistant principalship as an acceptable summit of their professional careers: this difference was evident both when the assistant principalship was first entered and later on when future possibilities were contemplated.

Job Satisfactions

The men and women who provided the data for this Career Study were asked to assess the degree of satisfaction ("very satisfied," "satisfied," or "dissatisfied") they had experienced as teachers, as assistant principals, and in other positions they might have gone on to. To do so, they were asked to respond to nine questions.

The relative frequency with which the reply to each of these questions was "very satisfied" when the respondents were teachers and then as assistant principals is shown in Table IV-21. But since a sizeable number of the assistant principals had moved up to full principalships or other positions, Table IV-22 was prepared to compare satisfactions at the *assistant principalship level* with those *experienced in other advanced positions.* The "assistant principals" category includes everyone, whereas the other two categories in Table IV-21 include only those who had been upwardly mobile. It is possible, therefore, that the responses of assistant principals

are depressed somewhat by the reactions of assistant principals who had been left behind. In our judgment, however, this effect is minimal since the proportion of assistant principals in the total population who had given up all hope of gaining desired promotion is not large.

What is noteworthy (and depressing) about the facts displayed in these two tables is the rather low level of satisfaction that these men and women realized in their tenure as assistant principals compared with the satisfaction gained during those years spent in other assignments. In only two categories does the level of satisfaction in other positions drop below that for the assistant principalship.

Table IV-21

A Comparison of the Frequency with Which Participants in the Career Study Experienced a Variety of Satisfactions as Teachers and as Assistant Principals

	Percent Reporting	
	"Very Satisfied" as Teachers	*"Very Satisfied" as Assistant Principals*
How satisfied were you with this position when you consider the expectations you had when you originally took the job?	70%	48%
How satisfied were you with the amount of time which you devoted to the job?	42	28
How satisfied were you with the results that you achieved?	52	35
How satisfied were you with your salary?	8	24
How satisfied were you with the amount of personal satisfaction the job gave you?	66	40
How satisfied were you with the amount of recognition the job gave you?	31	30
How satisfied were you with the physical working conditions?	32	30
How satisfied were you with the amount of assistance you received from your immediate superior(s)?	40	46
How satisfied were you with the rapport that you established with the student body?	77	57

A Comparison of the Frequency with Which Upward Mobile Participants in the Career Study Experienced a Variety of Satisfactions in the Assistant Principalship and in Advanced Positions

	Percent Reporting		
	"Very Satisfied" as Assistant Principals	*"Very Satisfied" as Principals*	*"Very Satisfied" as College Teachers*
How satisfied were you with this position when you consider the expectations you had when you originally took the job?	48%	69%	69%
How satisfied were you with the amount of time which you devoted to the job?	28	40	45
How satisfied were you with the results that you achieved?	35	46	76
How satisfied were you with your salary?	24	33	62
How satisfied were you with the amount of personal satisfaction the job gave you?	40	66	76
How satisfied were you with the amount of recognition the job gave you?	30	54	76
How satisfied were you with the physical working conditions?	30	46	76
How satisfied were you with the amount of assistance you received from your immediate superior(s)?	46	39	76
How satisfied were you with the rapport that you established with the student body?	57	55	76

Table IV-22

From this evidence and much of what has been reported elsewhere in this monograph, it is unmistakably clear that, if this position is to attract and hold individuals of talent and energy, the nature of the position must be redefined in such manner that this position in the administrative structure has its own meaning and value and does not exist primarily because someone else has more than he can do and needs assistance.

Chapter
V

Conclusions

The foregoing are summaries of data derived from three approaches to the researching of the position of assistant principal in America's organization for the public education of its youth. A few guarded conclusions these facts seem to imply have also been presented.

It is appropriate to mention here that, of the three phases of the study, the one that seemed most productive and most promising for further and deeper understanding of the dynamics of the administration of schools-in-progress was the one that employed the shadow-interview technique. Further inquiries of this and other aspects of the life of the school may well be based on this socio-anthropological procedure.

Yet, it is clear that from no one instrument or approach can the full picture of the assistant principalship be obtained. Nor, in fact, can this study, taken as a whole, do more than sketch the broader dimensions of the picture—if such a picture actually exists. A basic question is very clear: Is there such a thing as a definable position known as the assistant principalship in the public secondary schools in this country? The combinations and mutations of the factors found in this investigation tend to suggest that the answer may well be in the negative.

Indeed, the assistant principalship is a peculiar position. Tradition, local circumstances, personalities involved, and a variety of shifting activities tend to confuse and frustrate those who would systematize this office on a broad scale. Perhaps the lack of rigid identity is desirable in helping a variety of schools and people solve a greater variety of problems.

To conclude this report, then, we offer a number of rather broad conclusions which an analysis of the essential findings of this tripartite research implies. From what we have learned from the normative search, the career patterns inquiry, and the shadowing activities, the following seem to be defensible generalizations.

General Findings

The three phases of the study sought data concerning the general nature of the position, including information about the person occupying it, what he does as he perceived his duties, how others understand the posi-

tion and regard the occupant, from whence he came and where he is probably destined professionally to go, and what he does when observed by an "outside" trained observer. Among the mutually supportive and corroborative findings from the three phases of the study are six we consider especially significant.

1. *In today's larger secondary schools, the assistant principal is essential to the effective functioning of that school.*

His colleagues—the teachers, the principal, and the students, too—all are quick to recognize and praise the contributions the capable assistant principal makes to the continuation of school life. His activities, ranging over nearly the entire gamut of operations of the school, are a vital cement holding the school together and a steadying force that holds the school on course from day to busy day. This is true whether one looks in on a senior high school or a junior high school.

2. *The assistant principal is primarily concerned with people and their relationships as established, stressed, and threatened within the milieu of the school.*

Clearly, the focus of his operation is the school building and grounds and, to a lesser extent, an ill-defined "community." It is the people who work and learn within this setting with whom the assistant principal must deal. His is a position of judge and jury, of confidant, arbiter, and confessor. He polices and protects, encourages and represses, ministers unto and punishes. His success or failure is clearly related to his skill in human relations as they are influenced by the demands and opportunities of the school.

Only to a slight extent does he deal with abstractions except as they concern live, busy people. His is not a position to encourage dreaming; and only to a slight extent, long-range planning. He works almost exclusively with the here and now. His concern with things and objects is limited to the safety, health, and educational opportunities of students and staff. He is, in a limited sense, a practicing pragmatist who is held accountable hour by hour and day by day for harmony and justice among diverse and frequently distressed people. He deals with crises, the crises of human activity.

Most frequently he deals with people in some degree of distress or disaster. Absences from school, student-teacher conflicts, resistance to regulation or regimentation, the loss of individuality in the presence of great numbers, the confusing pressures of normal youth, and the discouraging lack of reward in teaching for too many tired adults; these are the elements of human crisis with which this officer is most commonly involved. He is denied much of a long-range sense of responsibility. The problems viewed in retrospect seem small when contrasted with the enormous promises and total task of the school. He tends to suppress fires while others work to prevent them. It is thus difficult to put the position into a clear perspective, to define it adequately in simple terms, to write an accurate job description, for people—both young and old—are so distressingly unpredictable that the

assistant principal can rarely be confident concerning the details of his next responsibility.

3. *Critical to the understanding of any assistant principalship at any time is the peculiar relationship between the principal and the assistant principal.*

The prime determiner of this relationship is the principal. It is his concept of the role of the assistant principal which will be most influential. This is borne out particularly through the observations and interviews conducted during the Shadow Study, whence this relationship emerged through many different types of data as creating the climate, the freedom, the pressures, and the constraints inherent in the position of lesser status.

Of equal importance, however, is the principal's idea of the responsibilities of his own position. In many schools, his job and that of the assistant principal are so similar that no fine line between distinct areas of responsibility can be defined. In others, the work of the two officers is so clearly distinguishable that there is no doubt on the part of others within the school as to who does what, and written prescriptions and distinctions are frequently found in faculty (if not administrative) handbooks.

Where more than one assistant principal is part of the staff, a better distinction seems to be defined among persons at this level than between the assistant and the principal. Necessity is the mother of invention, and there seems to be more need for such distinction between professionals of equal status than between those of disparate rank.

4. *There seems to be ample reason to question the commonly held belief that the assistant principalship is a necessary step in the preparation of those who will serve as effective school principals.*

Assuming that there is a definable distinction between the two positions and that making such distinction is desirable in planning the organization of the school, it is doubtful that experience in dealing with the "small problems" and crises typical of the assistant principalship is necessarily a constructive and efficient element in such preparation. Further in-depth investigation of the dynamics of the administration of secondary schools may eliminate or modify this doubt, but for the present, it is rather clear that in most schools, and in the minds of most teachers and students, there is a rather clear difference in function. Preparation for long-range planning, for program leadership and for educational statesmanship of the order required of superior school principals is no doubt more effectively provided through other experiences that are clearly different from the assistant principalship.

Tradition has long held that a principal must suffer, even if only briefly, the office of the assistant principalship in order to qualify for his higher post. In fact, movement through the professional "chairs" is often a source of humor, at least to the man who is in the higher position, for he has been initiated. And certainly this experience, or the original position as the administrator of a much smaller school wherein he, in a sense, filled

both positions, is a reported part of the careers of an impressive number of principals.

Yet, the assistant principalship is of questionable value as an effective step in the preparation of successful principals. It may separate those who "can take it" from those of a more sensitive or fragile make-up; it may serve a useful purpose as a screening device. But in the actual preparation of educational leaders, little evidence has been secured in this inquiry to substantiate that such an initiation should be *required.*

It is to be expected that major changes will occur in the organization of secondary schools in the next few decades. Already there are newer positions within the administrative staff as schools-within-schools are created, and the variety of such positions in the predictable future is no doubt representative of the range of possible organizational solutions to the growing problems of public education for a larger and more diverse population. There is more than mere speculation in the proposal that new structural plans will require new relationships and new duties among those who will administer the complexes which may one day replace the simple, straight-line organization of the present school.

5. *The satisfactions to be found in the assistant principalship are few and unimpressive to most who occupy this office.*

The present Study has tended to show the assistant principal as a person customarily respected by his associates, though pitied by some. From the Career Study and from the interviews and observations of the Shadow Study, it is clear that the "foot-in-the-door" of administration, the salary, and the aspiration for an opportunity to exert leadership lay behind the decision on the part of the incumbent to seek the position of assistant principal in the first place.

Only one fourth of the men and half of the women reported that they intended to make this a career position; the larger fraction of women may be accounted for by the feeling expressed by several that this is probably the highest rung they can reach on the administrative ladder and is, therefore, accepted as a career. For men, this is much more commonly a position to be endured until a principalship or other promotional escape appears; but for many, a final resignation either to remain in the position or to return to classroom teaching is the sad conclusion to an ambitious program of professional growth.

There is no doubt that many of the distasteful aspects of this position are lacking in better schools where philosophical harmony reigns and where there is a planned design to make this position part of a "team" approach to administration. Such cases were found in enough schools for the researchers involved in this study to feel that the position need not be one in which intellectual demands and duties are wholly lacking. Nor, on the other hand, need the position consist largely of fire-fighting because no one has succeeded in making the school fire-resistant. There is increasing evidence, in fact, that there can be considerable satisfaction in this assign-

ment for those who serve in certain schools; testimony to this was revealed in many of the structured interviews. Unfortunately these schools are as yet only a small minority.

6. *The assistant principal tends to be an intermediary.*

To several who were involved in gathering data for this study, no one aspect of the findings was more surprising than the frequency with which this "in-between" role was stressed. The assistant principal is in a position to speak to the principal on behalf of the timid teacher. He is in a position to speak to the teacher on behalf of the troubled student. He stands between the irate parent, the defensive teacher, and the embarrassed student. He represents the "administration" to the staff in informal settings. He speaks for each in turn when trouble is about or injustice seems imminent. He is a scholastic ombudsman.

Equally surprising seems to be the great variation in role concept as revealed through all phases of this study. According to the principal and the assistant principal himself, his discretionary authority is clearly limited; yet, both classroom teachers and students see his position as one of wide discretionary authority. In the opinion of teachers and pupils, the assistant principal is a much more important person than he himself thinks he is. In fact, many persons volunteered the opinion that he is far more important in the life and operation of the school than is the principal. In some of the schools studied, the assistant principal did see his position in much the same way as did students and teachers. Consistently, however, the principal was much more conscious of the limits to the discretion the assistant principal was actually allowed. This may again support that earlier concern for more information about the relationship between the two administrators, regardless of the impression and understanding of teachers and students.

An additional aspect of the intermediary relationship is evident in the observation that the assistant principal's role is one that involves little responsibility for the *origins* or *conclusions* of the problems with which he deals; that is, he makes the intermediate decisions which catalyze the process of action toward solutions. This, too, suggests another reason for the limited satisfactions the position provides the assistant principal; he rarely is privileged to "see a thing through" to its final resolution. Many would argue that this is also true of the teacher's work, the product of which may not be fully realized until a life-span later. Yet, the long-range effect of a decision made in a crowded school corridor concerning the immediate fate of a boy in trouble will be better known to the boy and other adults than to the assistant principal who made the necessary immediate decision and then had to move on quickly to another crisis.

Chapter
VI

Prescriptive Postscript

The image which emerged from the study of the assistant principalship was that of a position essential to the functioning of a modern secondary school, a position probably improperly described in the literature of secondary education and erroneously perceived by many assistant principals themselves. It emerged as a position that offered too few fulfillments for it to be a personally satisfying post. The important question is, then: If the assistant principalship is such an important component in the leadership team in the modern secondary school, what can be done to enhance its character, to make it more than a position to be endured? Any comprehensive answer requires exhaustive investigation into the dynamics of modern school administration.

It is assumed that building-level school administration and the conditions under which it functions are affected by actions that may take place (1) within a school itself, (2) within a school district, and (3) in the broader profession. The discussion and suggestions that follow will be grouped according to these three categories.

The Assistant Principalship Within the School

Repeatedly, we have seen evidence that the one common combination of duties which falls to the desk top of the assistant principal, or *an* assistant principal, is the paired duty of dealing with attendance and discipline. There is a lurking suspicion in school after school and report after report that there is a negative tone to this assignment. It, therefore, seems reasonable to urge that more emphasis be placed on those activities that serve to hold students happily and profitably in school. One function of the assistant principal, especially in a school that is serious about becoming a better school, would be to reward acceptable and desirable behavior.

The assistant principal might well be charged with a continuing task of analysis. This analysis is not meant to be a head count of the usual offenders and offences, nor a summary of absences by age, grade-level, and sex. Rather it can be a much more sophisticated approach to those aspects of the high school which are legitimately appealing to most youth, those aspects which are repugnant to some (and perhaps all) youth, those qualities which may serve to make the school a better place in which to be, to learn, and to teach. In such continuing intramural research, it would be expected that some toes will be stepped upon, some sacred idols will be

shattered, some curricular trends upset, and many requirements eliminated (and, conceivably, some new ones established).

Have we not already heard enough from responsible youth during the past half-decade and longer to cause us to work ever more seriously at this business of making schools worth the time of youth? Is there not ample evidence that when schools have done just this, problems of attendance and lack of discipline—whatever the definition we use—are sharply reduced? Shouldn't there be a responsible and capable officer of the school charged with the constant and continuing task of leadership in these aspects of the internal improvement of the school, always in a role supportive of the principal, always with the good counsel of students, teachers, and other members of the school community?

We have evidence from our study that only one-fourth of the men and half of the women see this position of the assistant principal as constituting a desirable career assignment. If such be the case, we can either define the position as one of a transitional nature, or modify it to increase the satisfactions which may be realized and thus make it a goal to be sought on a permanent basis. The problem is not one of salary; this is clear. It is, rather, the unpleasant negative stresses, the inability to see things through, the "trivialities" or minor tasks that are of great importance to others but that provide the incumbent with little sense of fulfillment—these are identified as the major sources of low levels of job satisfaction.

Attendance problems? It is time to examine the causes. One large and complicated high school a few years ago refused to accept parental explanations and justifications for absences as valid. When, however, the school officers required an explanation of absence from students themselves, some remarkable reasons were listed. Truancy briefly increased in a statistical sense, but this was followed by a significant increase in daily attendance.

Further, do we not have machines and clerks who can count and summarize reports of who is present and set up procedures programed in advance leading to correspondence, to legal reports required of the school, and to meaningful, helpful counseling by qualified counselors? Is not the true approach to attendance one of creating situations where students really find it worth their while to attend rather than assigning meaningless or unenforceable penalties, including suspensions for too many unexcused absences?

Discipline? What are the components of a well-disciplined student body? Can we not agree that interested and qualified teachers teaching well those things which are most important to youth here and now and in the truly predictable future will go a long way in developing a well-disciplined group of young people in any given setting?

Can we not agree at the same time that no school has a perfect faculty, that each teacher is not only human but at times is tired, angry, or impatient? Is there not a need for a person to help teachers understand

themselves and youth, and for youth to understand themselves and teachers? With a deep bow to Sheviakov and Redl and to a series of studies concerning the values which youth accept and cherish, can we not give the assistant principal the role of reconciliation, of bridging rough chasms between people, of helping professional teachers be interested in and objective about older children and youth? Should not such a person be taken out of the detention hall and be allowed to emerge as a specially qualified guide to better self-discipline on the part of students and staff?

status of the assistant principal

The study reported in this monograph shows rather clearly that the assistant principal, even as he is now assigned, is much more important in the eyes of students, teachers, custodians and secretaries than he is in his own estimation. Here is an interesting problem.

Could it be that the principal is frequently at fault in this matter? Has the principal taken the time and trouble to honor the assistant principal for his contributions to the life of the school? Is the principal himself really aware of them?

Aside from those instances in which the principal sees the assistant principal as a threat to his status and permanence, the busy life of both administrators often causes greater concern for the trees than for the forest. Further, these two officers by the nature of their tasks frequently walk divergent paths throughout the working day. There is evidence in our study that the proximity of the two offices makes a real difference in the relations between these two key persons, that the physical arrangements of offices themselves may encourage or discourage close working relationships and awareness.

Clearly, the assistant principal makes decisions and performs tasks which are intermediate in a series of steps. Let us say, for instance, that one of these inevitable irritations within a classroom has finally provoked an able teacher to send Bill Jones to the office with one of those "get him away from me" notes. After a conference with the young man, an agreement has been reached on a plan for better behavior, the assistant principal confers with the teacher, and Bill returns to class the next day. If it works out well, the assistant principal doesn't see Bill again. Perhaps such absence from view makes the heart grow fonder, but just what has taken place? Unless the teacher later remembers to report such developments or the assistant principal has time and energy as well as the courage to inquire into what may be a delicate relationship, he has no feedback from his action. It ends, for him, with Bill's return to class.

Many of his actions are of the same order. Many of his responsibilities simply do not allow for the satisfaction of knowing that something did or did not work out well. Without being too mechanistic, there is merit in rewarding comments and reports, and the assistant principal should hear them.

In the light of the above, we propose three courses of action for each and every secondary school in which an assistant principal serves:

1. Select men and women who are qualified to work positively in the resolution of problems of people as they teach and learn in both planned and unplanned curriculum activities.
2. Relieve the assistant principalship from negative and punitive functions; assign this officer to preventive rather than suppressive tasks.
3. And for principals only, learn to assign to teachers and students as well as to the next lower echelon of administration ample budgets of power and authority to the end that they grow in their ability to exercise mature discretion and find the school a place where their value is neither hidden nor denied.

finding the right people

Historically, the position of assistant principal is both ill-defined and capriciously filled. We have all known too well the pathetic case of schools and school systems in which former athletic coaches or other teachers occupied these assignments as a sort of pasture in which to graze or as a reward for previous accomplishments in another field.

Is it not far better to encourage men and women who seem to be interested in educational administration to prepare themselves for this and other administrative assignments and to be ready when a vacancy occurs? Would it not, in fact, be wise to consider sharing potential talent with other school systems and to break down the sense that only promotion from within is possible?

To raise these questions suggests that the identification, recruitment and selection of potential candidates should be planned, rational, just, and professional. In each and every school system which has one or more secondary schools, there ought to be a regular, open, and advertised plan for such identification. Many excellent school systems have conducted voluntary programs of preparation above and beyond what colleges and universities can offer. Perhaps all should do so.

Finally, there is the basic question of the position and the person. We protest a polarity of extremes and recommend a moderate practice. At one pole is the practice of the principal's holding the power to choose an associate or protege and crown him as *his* assistant principal, often to do what the principal does not choose to do. At the other pole, the assistant principal is selected through a series of screenings and then assigned to a school without the involvement of the principal in any aspect of the selective function.

The more moderate approach is one in which the principal participates in the final selection of the assistant principal, for compatibility in functioning must surely be critically important. Yet there must be a delimited range of responsibilities, and the position must be recognized as one of true professional merit, open to all who are genuinely qualified and give promise of a career with significance.

The Assistant Principalship Within the Profession

When we move from looking at the assistant principalship in the school and district setting to looking at the position from the perspective of the profession of school administration, almost inevitably we find it less useful to concentrate directly on the assistant principalship itself. It becomes necessary to attempt to find the meaning in certain data for (1) the way secondary schools in general are administered, (2) the way we assure a steady entry into positions of initial responsibility of administrators of capability and high potential for growth, and (3) effective preparation for prospective building level administrators.

Since the suggestions that follow, directed to schools of education and our National Association, are necessarily subjective, it is important to precede them with some explanation of how they have been reached.

We have referred to the data collected in the study, asking specifically what should be taken into account in locating the targets of our professional associations and our schools of education. What problems and opportunities does our study give us insight or perspective into that suggest activities or courses of action that could be followed by our profession and its graduate schools? For example, it may be very important to observe that we as a profession might have paid far too little attention to the questions of how individuals become interested in careers in educational administration and who the people are who do. It appears that, far more than we realize, we have limited our efforts to doing the best job we could to prepare well those persons who, largely haphazardly, choose to come into our profession. Could the quality of educational administration be improved by more actively searching out promising individuals and by presenting the opportunities for leadership and personal fulfillment to persons who, in the normal course of events, might never consider careers in educational administration?

Secondly, the study's basic position on the question of the central purpose of building-level educational administration should be made clear, since some educators take somewhat different positions and since the position that is taken affects very directly the meanings assigned to all phenomena utilized in coming to recommendations. The position on which this study rests continues to be that the function of building-level school administration is to provide instructional leadership. There are problems involved in making this a workable idea in the modern, stress-filled secondary school. There is the need to update continually the operational definition of "instructional leadership." But any concept of organization for education that assigns to others the primary responsibility for supplying leadership in improving the educational program and instruction within the school is unworkable and harmful. Those who do not view with the same concern the possible long-term effects of a separation of "leadership" responsibilities and the assignment of purely "managerial" functions to

building administrators almost certainly would make observations and suggestions that would differ somewhat from those made here.

inflexibility marks career development

The profession needs a more complete, flexible personnel system for educational administration. Study data make it clear that too many administrators have come into educational administration by the operation of nothing much more than sheer chance. The importance of being at the right spot at the right time or of being tapped on the shoulder by a principal or a superintendent is too often emphasized. Few individuals, during their undergraduate days, were ever recognized by a professor as a person who should be encouraged to consider a career in educational leadership. Indeed, the more likely admonition from the college professor was to avoid educational administration as the 20th century version of the plague.

While it may seem a contradiction, the present personnel system as it applies to educational administration, although it is largely unplanned, is highly restrictive and inflexible. To illustrate: In the Career Study, there is considerable evidence that in the career of school administration men pass through a rather standard series of "chairs" or positions. Elsewhere we note that, as we interpret the findings in our Normative Study, we are forced to raise questions about the value as preparation for subsequent leadership roles of the experiences gained in certain of these positions as they are presently defined. Yet the progression is there, maintained by law and regulation sometimes, and, perhaps more often, by tradition and conventional wisdom.

Too, in another dimension it appears that as the system works, the careers of educational administrators take on regularities that are not necessarily conducive to the optimum development of our field. It appears that there are three career tracks—urban, suburban, exurban—with relatively little movement between them. Indeed, a remarkable finding was the very high percentage of former assistant principals reporting that they were promoted within their school system from a classroom or other position to the assistant principalship and from there to positions as principals or other administrative capacities all within the same school system. We might ask if we have allowed a personnel system to grow up that places a premium upon stability? If we have, how healthy is that for the profession of educational administration?

Other illustrations could be drawn to support the suggestion that we are at a point where, as a profession, we need to have a more systematic policy and approach to dealing with personnel for educational leadership—identification, preparation, induction, career progression, and exit with fulfillment, honor, and respect. Our suggestion is that the National Association of Secondary School Principals could perform a very great service by convening a panel of educational leaders to explore steps that could be initiated and research that is needed to develop a more rational personnel system for the profession of educational administration.

Broad Study of Administration Needed

We need theorizing about organization and administration, carefully monitored experimentation, and the broad dissemination with full candor of what is learned. Here is a place where NASSP, university centers, and school districts can profitably expand cooperative efforts and relationships they have already established.

Previously, we stated our position that the primary function of educational administration is instructional leadership. Very clearly, one reason that concept is in trouble is that we have not shown the organizational expertness and creativeness to make the notion workable in our rapidly modifying secondary schools. We are ready, and we desperately need to study the organization and administration of secondary education with a wide-angle lens. The lens must be broad enough to bring into view the usual elements: the organizational framework, the job descriptions, the work flows, the operations of internal and support systems, and the important consideration of human relations and human interactions. But much more attention must be given to what educational leaders need to know, and with real thoroughness, about the content and philosophy of education. What, indeed, are the elements essential for anyone to function in any instructional leadership capacity and surprisingly so often neglected in so much talk about educational administration.

We need incentive and encouragement for experimentation and regular avenues for disseminating results, both of which could be provided by NASSP and other associations of administrators. We need the research capabilities of universities and regional laboratories. We need people in the schools who are ready to participate in setting up and testing new formulations; we need local schools that are not satisfied with conventional answers and practices. Most of all, we need to learn how to meld all of these units with their unique resources into one vital force for finding answers to the questions that tantalize us, to those questions we must answer if our schools are to meet the challenges of our time.

Appendices

Appendix A

This inquiry is being conducted under the auspices of Teachers College, Columbia University. Reference will be made to it in the News Notes section of an Autumn issue of the *Bulletin* of the National Association of Secondary-School Principals. All administrators are urged to participate.

DUTIES AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPALSHIP

This study is being conducted to investigate the duties and responsibilities assigned to Assistant and/or Vice Principals. Previous studies indicate that the duties and responsibilities of this position may vary from school to school.

The point of view of this study is that there are no "correct answers," at this time, to the questions that follow.

We would like to know what *YOUR* operating practices are and what is expected of *You* in your school.

DIRECTIONS

Understanding that, ultimately, the principal is responsible for *everything* that happens in your school, the following directions are provided.

* RESPONSIBILITY

In the appropriate column, indicate the *degree of responsibility* you have for each duty delegated.

1 Slight – The principal does the job. You may aid, at his direction.

2 Shared – Both you and the principal work together – plan, organize and coordinate.

3 Full – You are held responsible for the job. You plan, organize, and complete.

* Circle the number

* IMPORTANCE

In the appropriate column, indicate the *degree of importance* you believe the delegated duty has to the proper functioning of the school

1 Least importance

2 Minor importance

3 Average importance

4 Major importance

5 Indispensable importance

* Circle the number

* DISCRETIONARY BEHAVIOR

In the appropriate column, indicate your judgment of the *level of discretionary* behavior involved in the completion of the delegated duty in *your* school situation. (A duty may be of relatively minor importance and yet it could involve high discretionary behavior. The reverse may be equally true.)

1 High – Behavior that is self-directing, involving high order decision making.

2 Low – Behavior that is directed in large measure by others – behavior that involves restricted high order decision making.

* Circle the number

The list of duties and responsibilities included in this questionnaire is not exhaustive. It is a selected sample. If you would like to make any comment or qualification concerning your response to any item, or suggest additional tasks, please feel free to use any available space and/or attach a note of comments. Please refer to particular items by code number.

Circle Appropriate Code Numbers
(For an item that is not applicable to your school situation, place an **NA** on the line after the item)

Responsibility for:	DEGREE OF RESPONSIBILITY: SLIGHT (1)	SHARED (2)	FULL (3)	DEGREE OF IMPORTANCE: LEAST (1)	MINOR (2)	AVERAGE (3)	MAJOR (4)	INDISPENSEN (5)	LEVEL OF DISCRETIONARY BEHAVIOR: HIGH (1)	LOW (2)
27 substitute teachers	1	2	3	1	2	3	4	5	1	2
28 student teachers	1	2	3	1	2	3	4	5	1	2
29 teachers "duty" rosters	1	2	3	1	2	3	4	5	1	2
30 textbook selection	1	2	3	1	2	3	4	5	1	2
31 financial aid for students	1	2	3	1	2	3	4	5	1	2
32 field trips	1	2	3	1	2	3	4	5	1	2
33 school club program (cheerleaders, service and scholarship groups)	1	2	3	1	2	3	4	5	1	2
34 school traffic or safety squad	1	2	3	1	2	3	4	5	1	2
35 adult education program	1	2	3	1	2	3	4	5	1	2
36 informing the public of school achievements	1	2	3	1	2	3	4	5	1	2
37 custodial services	1	2	3	1	2	3	4	5	1	2
38 clerical services	1	2	3	1	2	3	4	5	1	2
39 teacher selection	1	2	3	1	2	3	4	5	1	2
40 pupil attendance	1	2	3	1	2	3	4	5	1	2
41 school master schedule	1	2	3	1	2	3	4	5	1	2
42 school financial accounts	1	2	3	1	2	3	4	5	1	2
43 school newspaper	1	2	3	1	2	3	4	5	1	2
44 faculty meetings	1	2	3	1	2	3	4	5	1	2
45 external testing program (Kat'l. Merit, College Ent. Bd., Regents)	1	2	3	1	2	3	4	5	1	2
46 information concerning community resources for instruction	1	2	3	1	2	3	4	5	1	2
47 student store	1	2	3	1	2	3	4	5	1	2
48 cafeteria services	1	2	3	1	2	3	4	5	1	2
49 school wide exams, "finals," department exams, "team" tests	1	2	3	1	2	3	4	5	1	2
50 "articulation" with "feeder" schools	1	2	3	1	2	3	4	5	1	2
51 liaison with youth serving agencies of the community	1	2	3	1	2	3	4	5	1	2
52 relationships with educational and employer representatives	1	2	3	1	2	3	4	5	1	2
53 non-instructional equipment and supplies	1	2	3	1	2	3	4	5	1	2
54 school dances	1	2	3	1	2	3	4	5	1	2
55 school participation in community fund drives	1	2	3	1	2	3	4	5	1	2
56 emergency arrangements (fire, air raid, etc.)	1	2	3	1	2	3	4	5	1	2
57 school assistance to students in transition from school to post school life	1	2	3	1	2	3	4	5	1	2
58 school related building use	1	2	3	1	2	3	4	5	1	2
59 non-school related building use	1	2	3	1	2	3	4	5	1	2

NOTE: After you have completed the questionnaire, please think about the Assistant Principalship in the abstract, not in relation to your present position. Do you see the assistant principal having much greater or much less involvement in some of the areas pertinent to in the items of this questionnaire than you have in your present situation? If you do, for those areas in which it is your judgment that the assistant principal should have much greater involvement, place a plus (+) in the margin beside the number of the item. For those areas in which it is your judgment that the assistant principal should be much less involved, please place a minus (–) in the margin beside the number of the item.

Illustrated Examples

	SAMPLE RESPONSES									
	DEGREE OF RESPONSIBILITY			DEGREE OF IMPORTANCE					LEVEL OF DISCRETIONARY BEHAVIOR	
	SOLICIT	SHARED	FULL	LEAST	MINOR	AVERAGE	MAJOR	INDISPENSABLE	HIGH	LOW
Responsibility for:	(1)	(2)	(3)	(1)	(2)	(3)	(4)	(5)	(1)	(2)
1. Faculty lunches	1	2	(3)	1	(2)	3	4	5	1	(2)
12. "Career day" conferences	(1)	2	3	1	2	(3)	4	5	(1)	2
13. Repair cart procedures **N A**	1	2	3	1	2	3	4	5	1	2

Circle Appropriate Code Numbers
(For an item that is not applicable to your school situation, place an **N A** on the line after the item.)

	DEGREE OF RESPONSIBILITY			DEGREE OF IMPORTANCE					LEVEL OF DISCRETIONARY BEHAVIOR	
	SOLICIT	SHARED	FULL	LEAST	MINOR	AVERAGE	MAJOR	INDISPENSABLE	HIGH	LOW
Responsibility for:	(1)	(2)	(3)	(1)	(2)	(3)	(4)	(5)	(1)	(2)
1 pupil discipline	1	2	3	1	2	3	4	5	1	2
2 school policies	1	2	3	1	2	3	4	5	1	2
3 orientation program for new students	1	2	3	1	2	3	4	5	1	2
4 evaluation of teachers	1	2	3	1	2	3	4	5	1	2
5 assembly	1	2	3	1	2	3	4	5	1	2
6 varsity athletics	1	2	3	1	2	3	4	5	1	2
7 instruction for home bound students	1	2	3	1	2	3	4	5	1	2
8 providing instructional materials	1	2	3	1	2	3	4	5	1	2
9 student photographs	1	2	3	1	2	3	4	5	1	2
10 school alumni association	1	2	3	1	2	3	4	5	1	2
11 school public relations program	1	2	3	1	2	3	4	5	1	2
12 school budget	1	2	3	1	2	3	4	5	1	2
13 school calendars	1	2	3	1	2	3	4	5	1	2
14 school daily bulletins	1	2	3	1	2	3	4	5	1	2
15 orientation program for new teachers	1	2	3	1	2	3	4	5	1	2
16 school guidance program	1	2	3	1	2	3	4	5	1	2
17 curriculum development	1	2	3	1	2	3	4	5	1	2
18 student council - General Organization student government	1	2	3	1	2	3	4	5	1	2
19 teacher personnel records	1	2	3	1	2	3	4	5	1	2
20 medical dental and health services	1	2	3	1	2	3	4	5	1	2
21 work-study program	1	2	3	1	2	3	4	5	1	2
22 Parent Teacher Association or counterpart	1	2	3	1	2	3	4	5	1	2
23 transportation services	1	2	3	1	2	3	4	5	1	2
24 administrative representative of the school at community functions	1	2	3	1	2	3	4	5	1	2
25 innovations experiments and research	1	2	3	1	2	3	4	5	1	2
26 special arrangements at the start and closing of the school year	1	2	3	1	2	3	4	5	1	2

GENERAL INFORMATION

Please Supply The Following Information By *CIRCLING THE APPROPRIATE CODE NUMBERS.* No reference to individual schools, or school systems will be made in this study. *PLEASE DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE.*

School Information

A. TYPE

1 Comprehensive
2 Vocational
3 Academic or College Prep.
4 School for the handicapped
5 Other _____

B. LOCALE

1 Rural
2 Urban
3 Suburban
4 Other _____

C. GRADES SERVED BY SCHOOL
(Circle grades served)

K	3	6	9	12
1	4	7	10	13
2	5	8	11	14

D. LOCATION BY STATE

1	Alabama	11	Hawaii	21	Mass.	31	New Mexico
2	Alaska	12	Idaho	22	Michigan	32	New York
3	Arizona	13	Illinois	23	Minnesota	33	N. Carolina
4	Arkansas	14	Indiana	24	Mississippi	34	N. Dakota
5	California	15	Iowa	25	Missouri	35	Ohio
6	Colorado	16	Kansas	26	Montana	36	Oklahoma
7	Connecticut	17	Kentucky	27	Nebraska	37	Oregon
8	Delaware	18	Louisiana	28	Nevada	38	Penn.
9	Florida	19	Maine	29	New Hamp.	39	R. Island
10	Georgia	20	Maryland	30	New Jersey	40	S. Carolina

41	South Dakota	46	Virginia
42	Tennessee	47	Washington
43	Texas	48	West Virginia
44	Utah	49	Wisconsin
45	Vermont	50	Wyoming

E. SCHOOL ENROLLMENT

1 Under 500
2 500 – 750
3 751 – 1000
4 1001–1500
5 1501–2000
6 2001–2500
7 2501 +

Personal Information

F. YOUR AGE

1 21 – 23
2 24 – 29
3 30 – 34
4 35 – 39
5 40 – 44
6 45 – 49
7 50 – 54
8 55 – 59
9 60 or older

G. YOUR FORMAL TRAINING
(Highest Level)

1 Less than B.A.
2 B.A. or B.S.
3 M.A.
4 M.A. + 30 hrs.
5 Prof. Dip. (6th yr.)
6 M.A. + 60 hrs.
7 Doctorate

H. SALARY FOR YOUR POSITION

1 Less than 6000
2 6000 – 6999
3 7000 – 7999
4 8000 – 8999
5 9000 – 9999
6 10,000 – 12,499
7 12,500 – 14,999
8 15,000 – 17,500
9 More than 17,500

I. YOUR OFFICIAL TITLE

1 Assistant Principal
2 Vice Principal
3 Other _____

J. YEARS IN YOUR POSITION

1 1 – 3
2 4 – 6
3 7 – 9
4 10 – 12
5 13 – 15
6 16 – 18
7 19 – 21
8 21 or more

Staff Information

K. NUMBER OF ASSISTANT PRINCIPALS

1 Three or more
2 Two
3 One, full time
4 One, part time
5 None

L. Sex of Assistant Principal(s)
(If more than one assistant principal, please circle the appropriate number(s) of each.)

Male	Female
1	1
2	2
3	3
4	4

M. ASSIGNMENT OF DUTIES TO ASSISTANT PRINCIPALS

In your school, the duties and responsibilities of the Assistant Principal(s) are assigned by:

1 Principal alone
2 Superintendent alone
3 School Board alone
4 Principal in conference with assistant principal
5 Principal in conference with Superintendent and assistant principal
6 Principal in conference with Superintendent, School Board, and assistant principal
7 Principal and Superintendent
8 Principal in conference with Superintendent and School Board
9 Principal and School Board
10 Superintendent and School Board
11 Other, Please specify _____

THE OCCUPATIONAL MOBILITY OF ASSISTANT PRINCIPALS

This inquiry is part of a National Study of the Assistant Principalship being conducted by Teachers College, Columbia University, under the auspices of the National Association of Secondary School Principals.

I. GENERAL INFORMATION. Please supply the following information by circling the appropriate code numbers or by checking or completing the appropriate blanks.

A. YOUR AGE

1. 25 – 29
2. 30 – 34
3. 35 – 39
4. 40 – 44
5. 45 – 49
6. 50 – 54
7. 55 – 59
8. 60 – 64
9. 65 Plus

B. YOUR SEX

1. Male
2. Female

C. YOUR FAMILY STATUS

1. Single
2. Widow or Widower
3. Divorced
4. Married

Number of Children ____

D. YOUR FORMAL TRAINING

Circle the highest level achieved and name the degree granting institution.

1. Less than a Bachelors
2. Bachelors Degree from _____ (NAME OF COLLEGE) _____ (DATE OF BACHELORS)
3. Masters Degree from _____ _____ (DATE OF MASTERS)
4. Professional Diploma from _____ _____ (DATE OF PROF. DIPLOMA)
5. Doctorate from _____ _____ (DATE OF DOCTORATE)

E. YOUR UNDERGRADUATE MAJOR (SELECT ONE)

1. Physical or Biological Science
2. Social Science
3. English
4. Fine Arts
5. Engineering
6. Pre-medicine, Pre-dentistry
7. Business
8. Mathematics
9. Physical Education
10. Industrial Arts
11. Other, Please specify _____

As an undergraduate, were you enrolled in a Teacher Preparatory Program? Yes ____ No ____

F. YOUR MAJOR FIELD OF GRADUATE STUDY. (PLEASE FILL IN)

1. Masters Level _____
2. Doctoral Level _____
3. None or limited graduate work _____

G. WHAT WAS THE HIGHEST LEVEL OF EDUCATION ATTAINED BY YOUR PARENTS?

	Mother	Father
1. Did not complete grade school		
2. Completed grade school		
3. Some high school		
4. High school graduation		
5. Some college or junior college		
6. College graduation (Bachelors)		
7. Some post graduate work		
8. An earned graduate degree		

H. WHICH OF THE FOLLOWING BEST DESCRIBES THE KIND OF COMMUNITY IN WHICH YOU GREW UP?

1. Urban – Stable working class
2. Urban – Unstable (many transient families)
3. Urban – Middle or upper class
4. Suburban – An area of low property values
5. Suburban – An area of average property values
6. Suburban – An area of high property values
7. Small town or small city (under 50,000 population)
8. Rural

I. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR FATHER'S (OR MOTHER'S, IF SHE WAS THE MAIN WAGE EARNER) CHIEF OCCUPATION?

1. Farmer – Tenant or owner of a small farm
2. Farmer – Owner of a large farm
3. Retail clerk, office worker, salesman
4. Skilled technician
5. Supervisory worker
6. Owner of a small business – Less than 12 employees
7. Owner of a large business
8. Business executive
9. Professional
10. Unskilled labor
11. Semi-skilled labor

J. WHICH TERM BEST DESCRIBES YOUR FAMILY LINEAGE?

1. Both parents foreign born
2. One parent born in the U.S.A., the other foreign born
3. Both parents born in the U.S.A.
4. All grandparents born in U.S.A.

K. PROFESSIONAL CERTIFICATES (LICENSES OR CREDENTIALS) THAT YOU HAVE HELD, PLEASE GIVE APPROXIMATE YEAR THAT THEY WERE ISSUED TO YOU.

	Type of Certificate	State	Approximate Year Issued
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

II. THE FOLLOWING QUESTIONS PERTAIN TO THE FACTORS THAT YOU SEE AS IMPORTANT INFLUENCES ON YOUR ENTRY INTO TEACHING AND YOUR MOVEMENT INTO EDUCATIONAL ADMINISTRATION.

A. AT WHAT AGE DID YOU FIRST THINK OF ENTERING TEACHING? _____

B. AT WHAT AGE DID YOU DECIDE TO ENTER TEACHING? _____

C. AT WHAT AGE DID YOU ACTUALLY ENTER TEACHING? _____

D. RATE THE INFLUENCE THAT EACH OF THE FOLLOWING INDIVIDUALS OR GROUPS HAD ON YOUR DECISION TO ENTER TEACHING.

	Great Influence	Moderate Influence	Little or No Influence
1. Parents			
2. High School Teachers			
3. College Instructors			
4. High School Peers			
5. College Peers			
6. Relatives			
7. Friends of the Family			

E. ARE THERE OTHER PERSONS NOT LISTED IN QUESTION "D" WHO HAD A GREAT INFLUENCE ON YOUR DECISION TO ENTER TEACHING? Please Identify.

_____

_____

_____

_____

F. HOW IMPORTANT TO YOU WERE THE FOLLOWING STATEMENTS ABOUT JOBS AND CAREERS AT THE TIME THAT YOU DECIDED TO: A. ENTER TEACHING, B. ENTER ADMINISTRATION (ASSISTANT OR VICE PRINCIPAL)?

Teaching or Administration will:	A. TEACHING				B. ASSISTANT PRINCIPALSHIP			
	Most Important*	Highly Important	Medium Importance	Little or no Importance	Most Important	Highly Important	Medium Importance	Little or No Importance
1. Provide me with a chance to make a good salary								
2. Provide an opportunity to use my special abilities and aptitudes								
3. Give me social status and prestige								
4. Give me an opportunity to work with people rather than things.								
5. Permit me to be creative and original								
6. Give me a chance to exercise leadership								
7. Enable me to look forward to a stable secure future								
8. Give me an opportunity to be helpful to others								
9. Excellent hours and vacations								
10. Others, please specify _____								

*May be selected more than once.

III. CHRONOLOGICAL LIST OF JOBS HELD IN EDUCATION

Please start with your first teaching position and proceed through to your present assignment. Since we are interested in obtaining information on horizontal mobility (movement across district lines but remaining within the same job category) and on vertical mobility (a job change – across or within school district lines). Please include information on both of these types of mobility. Although we are requesting the names of your employing districts, no individual school districts will be identified in the research report.

Dates From – To	Job Title And Brief Description	Other Duties Concurrent With This Assignment	Employing School District (Include State)	Name of School (If Applicable)	Grades Served (If Applicable)	Enrollment		Compared with other schools within the state, was the annual pupil expenditure high, average, low		
						School	School District	High	Average	Low

A. ARE THERE ANY POSITIONS THAT YOU HAVE HELD OUTSIDE OF EDUCATION THAT WERE OF GREAT HELP IN PREPARING YOU FOR THE ASSISTANT OR VICE PRINCIPALSHIP? IF SO, PLEASE LIST. 1. _____

2. _____ 3. _____ 4. _____

5. _____

PLEASE SEE REVERSE SIDE OF THIS INSERT

B. WHICH OF THE FOLLOWING STATEMENTS BEST REFLECTS YOUR PRESENT FEELINGS ABOUT YOUR CAREER?

1. I have made very good progress toward my goals. _____
2. I have made some progress toward my goals. _____
3. I have made little progress toward my goals. _____

C. FUTURE ASPIRATIONS

As you look ahead, recognizing that factors beyond your control may intervene, what kind of job do you EXPECT TO HAVE five years from now?

1. Retired _____
2. Classroom Teacher _____
3. Assistant Principal (same school) _____
4. Assistant Principal (some other school) _____
5. Principal _____
6. Central Office Staff _____
7. Superintendent _____
8. College Teacher _____
9. Other, Please state _____ _____

Place a number 1 after the kind of job (as listed above) that you would LIKE TO HAVE five years from now.

G. AT WHAT POINT IN TIME DID YOU DECIDE TO ENTER EDUCATIONAL ADMINISTRATION?

1. About the same time I decided to enter teaching _____
2. After my first few years of teaching _____
3. After considerable experience (over 5 years) as a teacher _____

H. WHICH STATEMENT BEST SUMMARIZES YOUR VIEWS AT THE TIME THAT YOU ACCEPTED THE POSITION OF ASSISTANT OR VICE PRINCIPAL?

1. I plan to make it a career. _____
2. It will be temporary. I eventually plan to:
   a. Return to teaching _____
   b. Be promoted to a higher position in this district _____
   c. Be promoted to a higher position elsewhere _____
   d. Accept another Assistant Principalship _____
3. I had no thoughts on the matter _____

I. RATE THE INFLUENCE THAT THE FOLLOWING GROUPS OR INDIVIDUALS HAD ON YOUR DECISION TO ENTER EDUCATIONAL ADMINISTRATION.

	Great Influence	Moderate Influence	Little or No Influence
1. Parents			
2. Spouse			
3. Colleagues			
4. Undergraduate Instructors			
5. Graduate Instructors			
6. An administrator in your district			
7. An administrator in another district			
8. Friends outside of education			
9. Others, please specify _____			
10. _____			

J. TO WHAT EXTENT DID THE FOLLOWING INDIVIDUALS AFFECT THE FINAL DECISION BY WHICH YOU WERE APPOINTED TO THE ASSISTANT OR VICE PRINCIPALSHIP?

	Great Intluence	Moderate Influence	Little or No Influence
1. Principal of the school			
2. Superintendent of the district			
3. Board of Education			
4. Other professional contacts			
5. Friends			
6. Others, please specify _____			
7. _____			

K. WHAT IS YOUR PERCEPTION OF THE IMPORTANCE OF THE FOLLOWING ITEMS AS THEY CONTRIBUTED TO YOUR FIRST APPOINTMENT TO THE ASSISTANT OR VICE PRINCIPALSHIP.

	Very Important	Important	Of Some Importance	Of Little or No Importance
1. Number of years Teaching experience				
2. Success as a teacher				
3. Performance in informal assignments outside of the classroom (Ex: Assembly Program Chairmen, Dance Proctor)				
4. Performance in formal assignments outside of the classroom (Ex: Department Head, Guidance Counselor).				
5. Amount and quality of professional preparation				
6. I was at the right spot at the right time				
7. The principal wanted me				
8. Contacts within the profession				
9. Contacts outside of the profession				
10. Performance on competitive exams				
11. Successful job interview				
12. Others, please specify _____				
13. _____				

L. RATE THE FOLLOWING AS THEY CONTRIBUTED TO YOUR PREPARATION AS AN ASSISTANT OR VICE PRINCIPAL.

	Great	Moderate	Little or None	Never Held
1. Work as a Teacher				
2. Work as an advisor or coach of a student activity				
3. Work as a Guidance Counselor				
4. Work as a Department Head				
5. Participation in community activities				
6. Participation in professional activities				

M. IF YOU HAVE HELD THE POSITION OF ASSISTANT OR VICE PRINCIPAL IN MORE THAN ONE SCHOOL, PLEASE LIST SOME OF THE MAIN REASONS WHY YOU CHANGED JOBS FROM ONE SCHOOL TO ANOTHER.

_____

_____

_____

_____

_____

_____

N. TO WHAT DEGREE HAVE THE CIRCUMSTANCES LISTED BELOW AFFECTED DECISIONS YOU HAVE MADE IN RELATION TO YOUR CHANGING OR NOT CHANGING SCHOOL DISTRICTS?

	An Important Factor	Of Moderate Importance	Of Little or No Importance
1. Family commitments (such as: number of children, nearness of relatives) have caused me to pass up or not to seek opportunities in other communities or districts.			
2. I consider myself more place-oriented than career-oriented.			
3. The school environment (such as: student discipline, parental views on education) has always been an important factor in my selection of jobs.			
4. The advantages of job security, seniority and retirement benefits outweigh the advantages that might ensue from changing school districts.			
5. Other related factors that have influenced your career in education: Please specify _____			

O. IF YOU PRESENTLY HOLD A JOB DIFFERENT FROM THE ASSISTANT OR VICE PRINCIPALSHIP, WHAT FACTORS WERE IMPORTANT IN YOUR DECISION TO LEAVE THE ASSISTANT PRINCIPALSHIP?

_____

_____

_____

P. JOB SATISFACTION. THE FOLLOWING QUESTIONS CONCERN THE DEGREE OF SATISFACTION THAT YOU HAVE OBTAINED FROM – A) TEACHING, B) THE ASSISTANT OR VICE PRINCIPALSHIP AND C) YOUR PRESENT POSITION (OMIT IF IT IS THE SAME AS A OR B).

	A) TEACHER			B) ASST. PRINCIPAL			C) PRESENT POSITION		
	Very Satisfied	Satisfied	Dissatisfied	Very Satisfied	Satisfied	Dissatisfied	Very Satisfied	Satisfied	Dissatisfied
1. How satisfied were you with this position when you consider the expectations you had when you originally took the job?									
2. How satisfied were you with the amount of time which you devoted to the job?									
3. How satisfied were you with the results that you achieved?									
4. How satisfied were you with your salary?									
5. How satisfied were you with the amount of personal satisfaction the job gave you?									
6. How satisfied were you with the amount of recognition the job gave you?									
7. How satisfied were you with the physical working condition?									
8. How satisfied were you with the amount of assistance you received from your immediate superior(s)?									
9. How satisfied were you with the rapport that you established with the student body?									

● PLEASE RETURN THE COMPLETED INSERT (PART III) WITH THIS QUESTIONNAIRE. THANK YOU.

DR. DAVID B. AUSTIN
TEACHERS COLLEGE, COLUMBIA UNIVERSITY
NEW YORK, N.Y. 10027

Table App C-1

Relative Frequency with Which Various Degrees of Responsibility Are Delegated to Assistant Principals for the Performance of Certain Duties as Reported by Secondary School Assistant Principals and Principals.

Item	*Degree of Responsibility*							
	*NA**		*Sl*		*Sh*		*F*	
School Management								
School budget	18%	(14%)**	53%	(53%)	26%	(29%)	4%	(4%)
School calendars	12	(9)	29	(26)	44	(50)	14	(15)
School daily bulletins	11	(9)	28	(28)	47	(44)	14	(19)
Transportation services	30	(27)	36	(34)	20	(20)	14	(18)
Special arrangements at start and close of school year	5	(4)	7	(8)	80	(78)	9	(10)
Custodial services	16	(11)	37	(40)	38	(37)	9	(12)
Clerical services	14	(11)	30	(32)	52	(50)	4	(8)
School financial accounts	20	(13)	50	(54)	22	(21)	8	(12)
Cafeteria services	22	(16)	40	(34)	31	(36)	8	(14)
School-related building use	16	(12)	30	(31)	43	(41)	11	(16)
Nonschool-related building use	27	(19)	42	(45)	23	(24)	9	(11)
Emergency arrangements	7	(4)	14	(8)	57	(59)	22	(29)
Noninstructional equipment and supplies	20	(12)	41	(37)	33	(38)	7	(13)
Staff Personnel								
School policies	4	(2)	20	(20)	75	(75)	1	(3)
Orientation program for new teachers	5	(4)	21	(24)	67	(65)	6	(6)
Teacher personnel records	20	(14)	51	(59)	26	(21)	2	(6)
Substitute teachers	9	(6)	39	(41)	36	(30)	17	(23)
Student teachers	19	(13)	46	(47)	28	(31)	7	(9)
Teacher "duty" rosters	8	(5)	21	(19)	46	(44)	25	(31)
Teacher selection	18	(13)	47	(49)	35	(35)	1	(2)
Faculty meetings	4	(4)	28	(25)	67	(65)	2	(6)
Community Relations								
School alumni association	58	(55)	35	(34)	6	(8)	1	(3)
School public relations program	9	(8)	20	(19)	69	(70)	2	(4)
Parent-Teacher Association	17	(17)	38	(37)	41	(42)	4	(3)
Administrative representative of school at community functions	11	(9)	28	(25)	60	(63)	2	(2)
Adult education program	61	(57)	30	(33)	4	(5)	4	(5)
Informing public of school achievements	14	(10)	32	(29)	51	(57)	3	(4)
Information concerning community resources for instruction	25	(20)	44	(34)	29	(43)	2	(3)
Liaison with youth-serving agencies of the community	16	(12)	28	(20)	48	(58)	8	(11)
School participation in community fund drives	22	(20)	38	(34)	33	(36)	7	(10)

Table App C-1—(Cont.)

Item	*Degree of Responsibility*							
	*NA**		*Sl*		*Sh*		*F*	
Student Activities								
Assemblies	6	(3)	32	(24)	42	(45)	21	(28)
Varsity athletics	18	(12)	49	(42)	22	(32)	11	(13)
Student photographs	21	(17)	45	(43)	20	(17)	14	(23)
Student council	11	(7)	41	(31)	29	(35)	19	(27)
School club program	13	(9)	30	(23)	43	(48)	15	(20)
School traffic or safety squad	43	(34)	24	(23)	21	(22)	12	(21)
School newspaper	30	(21)	55	(57)	12	(16)	13	(5)
Student store	46	(43)	36	(35)	9	(9)	9	(13)
School dances	11	(8)	19	(13)	53	(52)	18	(27)
Curriculum and Instruction								
Evaluation of teachers	6	(4)	40	(43)	52	(46)	3	(7)
Providing instructional materials	11	(6)	38	(38)	41	(46)	9	(10)
Curriculum development	11	(6)	34	(30)	51	(61)	5	(3)
Work-study program	39	(37)	34	(28)	23	(29)	4	(6)
Textbook selection	20	(15)	48	(45)	26	(37)	5	(3)
Innovations, experiments, and research	14	(8)	33	(27)	49	(63)	4	(2)
School master schedule	9	(6)	29	(31)	44	(47)	17	(16)
School-wide examinations	19	(15)	34	(32)	39	(43)	8	(10)
Articulation with feeder schools	15	(13)	26	(24)	51	(55)	8	(7)
Pupil Personnel								
Pupil discipline	2	(0)	9	(5)	52	(63)	38	(31)
Orientation program for new students	7	(3)	30	(27)	51	(56)	12	(14)
Instruction for home-bound students	23	(20)	49	(48)	19	(18)	9	(14)
School guidance program	9	(7)	33	(31)	47	(51)	10	(10)
Medical, dental, and health services	25	(22)	46	(45)	23	(26)	6	(7)
Financial aid for students	37	(34)	36	(30)	29	(26)	6	(9)
Pupil attendance	6	(3)	12	(8)	33	(28)	49	(61)
External testing program	34	(30)	41	(38)	15	(17)	9	(14)
Relationships with educational and employer representatives	24	(20)	34	(29)	38	(46)	4	(4)
School assistance to students in transition from school to post-school life	33	(29)	32	(27)	31	(38)	4	(6)

* NA: "not applicable" or "no answer"
Sl: "slight"
Sh: "shared"
F: "full"

** Numbers in parentheses are percentages reported by principals.
Percentages are based upon 1,127 responses from assistant principals and 973 from principals.

Table App C-2

Percentage Distribution of Judgments Concerning the Importance of the Assistant Principal's Contribution to the Proper Functioning of the School as He Carries Out Each of a Number of Duties Delegated to Him, as Reported by Secondary School Assistant Principals and Principals.

Item	*Degree of Importance*									
	*Lea**		*Min*		*Ave*		*Maj*		*Ind*	
School Management										
School budget	13%	(17%)**	11%	(14%)	24%	(21%)	32%	(30%)	20%	(18%)
School calendars	9	(11)	14	(14)	41	(39)	27	(29)	8	(6)
School daily bulletins	8	(9)	17	(18)	48	(45)	21	(23)	6	(5)
Transportation services	18	(19)	19	(20)	34	(32)	21	(21)	8	(8)
Special arrangements at start and close of school year	1	(1)	7	(5)	37	(38)	41	(43)	14	(13)
Custodial services	10	(14)	14	(15)	40	(35)	27	(29)	9	(6)
Clerical services	7	(11)	13	(12)	43	(41)	27	(28)	10	(7)
School financial accounts	14	(18)	13	(14)	34	(31)	27	(25)	12	(13)
Cafeteria services	14	(14)	15	(13)	42	(40)	22	(26)	7	(7)
School-related building use	11	(15)	21	(19)	47	(46)	17	(17)	3	(3)
Nonschool-related building use	27	(28)	26	(26)	37	(35)	9	(10)	1	(1)
Emergency arrangements	3	(2)	8	(6)	35	(37)	36	(39)	18	(17)
Noninstructional equipment and supplies	12	(14)	22	(19)	45	(45)	18	(19)	3	(4)
Staff Personnel										
School policies	1	(2)	6	(7)	24	(22)	45	(44)	24	(25)
Orientation program for for new teachers	4	(5)	7	(8)	28	(28)	47	(43)	15	(16)
Teacher personnel records	16	(19)	18	(20)	36	(31)	23	(22)	7	(8)
Substitute teachers	8	(11)	15	(17)	39	(35)	29	(29)	8	(8)
Student teachers	13	(16)	24	(23)	42	(42)	19	(18)	2	(2)
Teacher "duty" rosters	5	(6)	12	(11)	45	(41)	31	(38)	7	(8)
Teacher selection	11	(15)	9	(10)	13	(15)	33	(28)	34	(33)
Faculty meetings	3	(5)	10	(8)	44	(38)	34	(39)	9	(10)
Community Relations										
School alumni association	58	(51)	25	(29)	14	(17)	3	(4)	0	(0)
School public relations program	4	(3)	9	(9)	40	(30)	38	(45)	10	(13)
Parent-Teacher Association	15	(15)	23	(22)	44	(39)	14	(21)	4	(2)
Administrative representative of school at community functions	9	(7)	16	(16)	45	(42)	25	(31)	4	(4)
Adult education program	41	(37)	16	(22)	25	(24)	15	(14)	3	(2)
Informing public of school achievements	7	(7)	11	(11)	44	(42)	30	(33)	7	(6)
Information concerning community resources for instruction	13	(13)	23	(20)	45	(48)	16	(18)	2	(2)

Table App C-2—(Cont.)

Item	*Degree of Importance*									
	*Lea**		*Min*		*Ave*		*Maj*		*Ind*	
Liaison with youth-serving agencies of the community	8	(8)	16	(13)	46	(48)	25	(25)	5	(6)
School participation in community fund drives	25	(22)	28	(27)	37	(34)	9	(9)	2	(1)
Student Activities										
Assemblies	7	(6)	25	(19)	49	(47)	17	(24)	2	(3)
Varsity athletics	15	(13)	22	(20)	41	(40)	18	(23)	4	(4)
Student photographs	40	(37)	34	(38)	21	(18)	4	(5)	1	(1)
Student council	10	(9)	15	(9)	42	(39)	27	(34)	6	(9)
School club program	9	(8)	19	(15)	50	(47)	21	(25)	2	(4)
School traffic or safety squad	15	(13)	23	(20)	42	(42)	16	(20)	4	(4)
School newspaper	24	(28)	26	(22)	40	(37)	10	(11)	1	(2)
Student store	29	(36)	29	(24)	31	(29)	8	(9)	3	(3)
School dances	13	(9)	24	(21)	46	(43)	14	(22)	3	(5)
Curriculum and Instruction										
Evaluation of teachers	6	(7)	11	(10)	20	(21)	41	(37)	23	(25)
Providing instructional materials	9	(9)	12	(14)	26	(25)	35	(35)	17	(17)
Curriculum development	6	(4)	9	(9)	19	(21)	36	(35)	31	(30)
Work-study program	19	(18)	18	(20)	45	(42)	16	(18)	2	(2)
Textbook selection	14	(15)	11	(12)	23	(26)	39	(34)	13	(12)
Field trips	14	(13)	26	(24)	48	(47)	11	(13)	1	(2)
Innovations, experiments and research	9	(8)	15	(11)	34	(35)	34	(37)	8	(9)
School master schedule	6	(7)	7	(7)	16	(16)	34	(34)	38	(35)
School-wide examinations	12	(12)	13	(11)	37	(37)	31	(31)	8	(8)
Articulation with feeder schools	7	(8)	10	(9)	35	(34)	36	(38)	12	(11)
Pupil Personnel										
Pupil discipline	1	(1)	2	(2)	13	(12)	48	(52)	35	(33)
Orientation program for new students	3	(3)	14	(12)	41	(41)	37	(38)	7	(7)
Instruction for home-bound students	25	(24)	27	(28)	33	(32)	12	(13)	2	(3)
School guidance program	6	(6)	9	(9)	23	(23)	38	(37)	24	(25)
Medical, dental, and health services	18	(19)	19	(22)	41	(40)	18	(16)	5	(3)
Financial aid for students	23	(21)	26	(24)	38	(40)	10	(13)	2	(2)
Pupil attendance	1	(2)	4	(3)	19	(15)	49	(51)	27	(29)
External testing program	17	(20)	16	(14)	34	(34)	25	(25)	8	(7)
Relationships with educational and employer representatives	11	(12)	18	(15)	47	(48)	19	(21)	5	(4)

Table App C-2—(Cont.)

Item	*Degree of Importance*									
	*Lea**		*Min*		*Ave*		*Maj*		*Ind*	
School assistance to students in transition from school to post-school life	13	(12)	17	(17)	37	(42)	28	(26)	6	(3)

* Lea: "least"
Min: "minor"
Ave: "average"
Maj: "major"
Ind: "indispensable"
** Numbers in parentheses are percentages reported by principals.
Percentages calculated on the basis of the number of responses to each individual item.

Table App C-3

Relative Frequency with Which High and Low Levels of Discretionary Behavior Are Required on the Part of Assistant Principals in the Execution of Duties Assigned Them, as Reported by Secondary School Assistant Principals and Principals.

Item	*Level of Discretionary Behavior*			
	High		*Low*	
School Management				
School budget	43%	(46%)*	57%	(54%)
School calendars	45	(45)	55	(55)
School daily bulletins	50	(50)	50	(50)
Transportation services	32	(37)	68	(63)
Special arrangements at start and close of school year	67	(70)	33	(30)
Custodial services	43	(45)	57	(55)
Clerical services	47	(49)	53	(51)
School financial accounts	42	(43)	58	(57)
Cafeteria services	35	(41)	65	(59)
School-related building use	40	(41)	60	(59)
Nonschool-related building use	27	(30)	73	(70)
Emergency arrangements	60	(67)	40	(33)
Noninstructional equipment and supplies	29	(36)	71	(64)
Staff Personnel				
School policies	63	(67)	37	(33)
Orientation program for new teachers	65	(68)	35	(32)
Teacher personnel records	35	(36)	65	(64)
Substitute teachers	46	(49)	54	(51)
Student teachers	37	(40)	63	(60)
Teacher "duty" rosters	61	(63)	39	(37)
Teacher selection	54	(59)	46	(41)
Faculty meetings	58	(69)	42	(31)
Community Relations				
School alumni association	11	(18)	89	(82)
School public relations program	61	(70)	39	(30)
Parent-Teacher Association	32	(43)	68	(57)
Administrative representative of school at community functions	50	(59)	50	(41)
Adult education program	24	(26)	76	(74)
Informing public of school achievements	52	(60)	48	(40)
Information concerning community resources for instruction	35	(39)	65	(61)
Liaison with youth-serving agencies of the community	50	(57)	50	(43)
School participation in community fund drives	27	(32)	73	(68)
Student Activities				
Assemblies	42	(50)	58	(50)
Varsity athletics	32	(36)	68	(64)
Student photographs	24	(25)	76	(75)
Student council	47	(59)	53	(41)
School club program	45	(54)	55	(46)
School traffic or safety squad	42	(46)	58	(54)

Table App C-3—(Cont.)

Item	*Level of Discretionary Behavior*			
	High		*Low*	
School newspaper	26	(26)	74	(74)
Student store	23	(28)	77	(74)
School dances	48	(58)	52	(42)
Curriculum and Instruction				
Evaluation of teachers	67	(67)	33	(33)
Providing instructional materials	47	(50)	53	(50)
Curriculum development	55	(63)	45	(37)
Work-study program	32	(38)	68	(62)
Textbook selection	45	(51)	55	(49)
Field trips	34	(41)	66	(59)
Innovations, experiments, and research	54	(63)	46	(37)
School master schedule	66	(70)	34	(30)
School-wide examinations	47	(50)	53	(50)
Articulation with feeder schools	55	(60)	45	(40)
Pupil Personnel				
Pupil discipline	89	(91)	11	(9)
Orientation program for new students	51	(52)	49	(48)
Instruction for home-bound students	27	(29)	73	(71)
School guidance program	61	(66)	39	(34)
Medical, dental, and health services	27	(30)	73	(70)
Financial aid for students	36	(44)	64	(56)
Pupil attendance	73	(77)	27	(23)
External testing program	33	(33)	67	(67)
Relationships with educational and employer representatives	41	(50)	59	(50)
School assistance to students in transition from school to post-school life	47	(52)	53	(48)

* Numbers in parentheses are percentages reported by principals.
Percentages are based upon the number of responses to each individual item.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
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David L.
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